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ABSTRACT

A report and recommendations concerning graduate studies in psychology are presented based on a planning assessment conducted by the Advisory Committee on Academic Planning (ACAP) for the Council of Ontario Universities. The consultants' report and comments on it by the Discipline Group and by individual universities and comments on the ACAP report by the Ontario Council on Graduate Studies and Carleton University are also presented. The procedure and techniques used for the assessment are described in the report. The consultants identified two areas that require further development: doctoral work in industrial/organizational psychology and quantitative psychology. A wide range of opportunities for graduate study in psychology is offered in the province, and the quality is generally high. The consultants note that few academic jobs for doctoral graduates in psychology will be available in the next decade and that enrollment levels should be examined in this context. Also, they suggest greater emphasis on applications of psychology and consideration of the introduction of the PsyD degree. Cooperation among the universities with graduate programs is encouraged. Suggestions for individual universities are also offered. (SW)

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Council of Ontario Universities

Perspectives and Plans for Graduate Studies

20
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1977

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Advisory Committee on Academic Planning
Ontario Council on Graduate Studies

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FOREWORD

The Advisory Committee on Academic Planning (ACAP), as presently constituted, was established by the Ontario Council on Graduate Studies at the request of the Council of Ontario Universities in January, 1971. The Advisory Committee's terms of reference were directed broadly toward the effective planning and rationalization of long-term graduate development in Ontario's universities both at the level of individual disciplines and at a more general level. The Advisory Committee's activities are based on the premise that graduate work is the one area of university activity in which specialization among universities, cooperative arrangements and comprehensive planning are most necessary.

In March, 1971, concern over the rising costs for support of graduate work prompted the Ontario government to institute a general embargo on funding for any new graduate programme, that is, one which had no students enrolled on May 1, 1971. This embargo was subsequently modified to include only those disciplines in which over-expansion was felt to be potentially most serious. Since that time, ACAP has completed twenty planning studies of which this one on psychology is the last. Future planning assessments will be conducted under new procedures but the following description refers to this study.

The disciplinary planning process begins with the formation of a discipline group composed of one representative from each university with an interest in graduate work in the planning area. The discipline group assists in defining the precise academic boundaries of each study, scrutinizes the data collection forms, prepares a list of potential consultants, maintains contact with the consultants during the study, and prepares a commentary on the consultants' report.

The final decision on consultants for the planning study is made by ACAP. The consultants are requested to make recommendations on programmes to be offered in Ontario, desirable and/or likely enrolments, the division of responsibility for programmes among universities, and the desirable extent of collaboration with related disciplines.

While the consultants' report is the single largest element in the final report on the planning study, ACAP considers the statement of each university's forward plans to be most significant. These forward plans are usually outlined prior to the planning study, and are used as a basis for comments from the universities concerned on the consultants' report.

On receipt of the consultants' report, and comments on it from the discipline group and the universities, ACAP begins work on its own recommendations for submission directly to the Council of Ontario Universities. COU considers the input from all sources, and prepares the position of the Ontario university community.

Council of Ontario Universities
Conseil des Universités de l'Ontario

Report and Recommendations concerning graduate studies in Psychology

On the instructions of the Council of Ontario Universities, the Advisory Committee on Academic Planning has conducted a planning assessment for psychology. The resultant report from ACAP is attached together with the consultants' report and the comments on it by the Discipline Group and by individual universities. Comments on the ACAP report by the Ontario Council on Graduate Studies and Carleton University are also published and follow the ACAP report. The procedure and techniques used for the assessment are described in the ACAP report and in Appendix D and are not repeated here. It is important for the reader to read the ACAP report, the comments on it and its attachments in order to understand the recommendations in this report from COU.

The ACAP report (dated February 1979) and supporting documentation were distributed to COU, OCGS, the Council of Deans of Arts and Science, and the Discipline Group on February 20. They were asked to submit to COU by March 16, any comments they wished to make on the ACAP report. Comments were received from several universities, and the COU Executive Committee, at its meeting on March 30, referred the report back to ACAP for review "in the light of new information or altered circumstances revealed in the institutions' responses to COU." A revised ACAP report (dated May 1979) was distributed again for comment to COU, OCGS, CDAS and the Discipline Group on April 8 with the deadline for responses set as May 22. The revised report was discussed at the June 1 meeting of COU and was approved. Following that meeting, this Report and Recommendations were prepared and approved by Council on September 28. The document is addressed to the Ontario Council on University Affairs and to the universities of Ontario.

The following principles have been adopted and will apply to this and all other COU Reports arising out of assessments:

1. Discipline assessments by ACAP should form the basis for planning by the universities of their development of graduate studies, particularly PhD programmes. On the basis of these assessments, COU should make its own recommendations on graduate programmes and proposals. Each university must retain the freedom and responsibility to plan and implement its own academic development. However, the universities in embarking on a cooperative planning process have signalled their intentions of cooperating with the COU recommendations.

2. Universities generally plan their emphasis in graduate study on the bases of related departments, not of single departments. Initially

the sequential nature of the discipline planning assessments made this difficult. However, by the summer of 1979, assessments of all of the social sciences, all of the physical sciences, engineering doctoral work, and a number of professional areas were completed. On the information and recommendations available, each university should be able to make decisions concerning its support of graduate programmes in these areas. Amendments to university responses to the individual discipline planning assessments may then be made in the wider context of a group of related disciplines and amendments to COU's original Reports on an individual discipline may be required.

3. The first concern in planning is to review the quality of graduate opportunities and of students in Ontario universities and to make judgments about how to proceed or not proceed based on quality considerations. The procedures have made use of highly qualified independent consultants who have no direct interest in the universities in Ontario. Accordingly, COU feels bound to accept their judgments about quality where they are stated clearly unless unconvinced that their conclusions about quality are consistent with their evidence. COU's recommendations in the case of programmes which are of unsatisfactory or questionable quality will call for discontinuation or the carrying out of an appraisal, if the continuation of the programme is not crucial to the province's offerings. In some cases, however, there may be a particular need for the programme and the appropriate recommendation will be to strengthen it, with an appraisal following that action. It is also possible that if there were found to be too large a number of broadly based programmes there could be a recommendation to discontinue the weakest; in this case, an appraisal for a more limited programme might be relevant.

4. A second consideration is the scope of opportunities for graduate work in the discipline. Do the Ontario programmes together offer a satisfactory coverage of the main divisions of the disciplines?

5. Numbers of students to be planned for will depend on the likely number of applicants of high quality and in some cases may relate to an estimate of society's needs. Such estimates may be reasonably reliable in some cases and not in others. If the plans of the universities appear to be consistent with the likely number of well qualified applicants and there is either no satisfactory basis for estimating needs or there is no inconsistency between a reasonable estimate of need and the universities' plans, then COU will take note of the facts without making recommendations on the subject of numbers.

   If the numbers being planned for by the universities are grossly out of line with the anticipated total of well qualified students, or a reliable estimate of needs, COU will make appropriate corrective recommendations. Depending on the circumstances, these may call for a change in the total numbers to be planned for and indications of which institutions should increase, decrease, or discontinue. The recommendations in serious cases may need to specify departmental figures for each university for a time. If the numbers being planned for are insufficient, the recommendations may call for expansion, or new programmes, and may have implications for both operating and capital costs.

Unless there are exceptional circumstances, the recommendations concerning enrolment will not call for a university to refuse admission to any well qualified student who wishes to work in a field in which that university offers a programme and in which it has the capacity to accommodate the students.

6. The quality of graduate programmes is partly dependent on size, and for each programme, depending on how it is designed and its scope, there is a minimum size of enrolment below which quality may suffer. That number cannot be expressed for the discipline as a whole but only for individual programmes depending on their purpose, their resources and their design.

7. Universities will be expected to notify COU if they intend to depart from the COU Report in any way which they believe might have a significant bearing on the provincial plan.

8. Appraisals arising as the result of assessments are to be based on the standards but not necessarily the scope of the acceptable programmes in the province.

General observations concerning psychology

1. The province offers a wide range of opportunities for graduate study in psychology. Nine universities offer master's and doctoral study and three others offer master's study only. The quality is generally high; four doctoral programmes have received outstanding ratings.

2. The consultants identified two areas that require further development: doctoral work in industrial/organizational psychology and quantitative psychology.

3. The consultants note that few college or university jobs for doctoral graduates in psychology will be available in the next decade and enrolment levels should be examined in this context. Also, they suggest greater emphasis on applications of psychology and consideration of the introduction of the PsyD degree.

4. Cooperation among the universities with graduate programmes is encouraged. The sharing of information on the different organizational patterns of the various programmes and the preparation of a brochure that clearly outlines the opportunities for graduate study in psychology in Ontario and across Canada are proposed.

Recommendations

It is recommended that:

1. All universities adapt to decreases in enrolment in such a way as to ensure minimum jeopardy to special areas of strength.

2. The Discipline Group should undertake to share the experiences of the members with the different organizational patterns and methods of handling the operation of the programmes.

3. Each university report to ACAP by December 31, 1979, clarifying the nature of these activities labelled either X or Y in table 1, page 11 of the ACAP report. ACAP would like to know the number of individuals involved, the status (instructional specialization or simply a research focus), and any plans for future change.

4. The Discipline Group undertake a study of the nature of and need for Doctor of Psychology programmes in Ontario and report its findings to ACAP by December 31, 1979.

5. Any institution with appropriate existing strengths and interests should consider the desirability of introducing PhD studies in industrial-organizational psychology and report to ACAP by December 31, 1979, its intention concerning the development of this field. Cost implications will be particularly important to such developments.

6. Carleton University

    a) continue to offer its current master's and doctoral programmes in psychology pending ACAP's review of the reports requested in recommendation 3, and

    b) defer the implementation of its new offering in public affairs psychology until it has had an opportunity to discuss with ACAP a report providing

        i) a careful review of existing requirements for additional space, equipment and other resources, of similar requirements associated with the new venture, and the possibility of increased funding to cope with the overall needs, and

        ii) a detailed discussion of the proposed offering in public affairs psychology in the light of the consultants' comments on page A-55.

7. McMaster University continue to offer its master's and doctoral programmes in psychology maintaining its current emphases.

8. The University of Ottawa

   a) report on the reorganization of the new School of Psychology within the Faculty of Social Sciences and on the University's objectives for graduate studies in psychology by September 30, 1979,

   b) reduce graduate enrolments as quickly as possible to the levels indicated in the future plans,

   c) submit the entire graduate programme in psychology for appraisal ceasing to enrol new students after June 30, 1981, until a favourable appraisal has been obtained, and

   d) defer any further action on the proposed PsyD degree pending its consideration during the appraisal process and a review by ACAP.

9. Queen's University continue to offer its master's and doctoral programmes in psychology according to its plan, pending ACAP's review of the reports requested in recommendation 3.

10. The University of Toronto

    a) continue to offer its master's and doctoral programmes in psychology, maintaining its current emphases pending ACAP's review of the reports requested in recommendation 3, and

    b) enter into discussion with OISE to evolve a closer working relationship between the "basic" psychologists at Toronto and the "applied" psychologists at OISE, and report to ACAP by December 31, 1979, on results of the discussion.

11. The Ontario Institute for Studies in Education

    a) continue to offer its current master's and doctoral programmes maintaining its current emphases,

    b) elaborate, with additional data and analysis where possible, the factors affecting faculty workload in a wholly graduate institution like OISE and report to ACAP through the Dean, School of Graduate Studies, University of Toronto, by December 31, 1979,

    c) give serious attention to the particular degree to be awarded (PhD, EdD and possibly PsyD) according to the individual students' programme, and

d) enter into discussion with the Department of Psychology at the University of Toronto to evolve a closer working relationship between the "applied" psychologists at OISE and the "basic" psychologists at Toronto, and report to ACAP by December 31, 1979, on results of the discussion.

12. The University of Waterloo continue to offer its master's and doctoral programmes in psychology, maintaining its current emphases pending ACAP's review of the reports requested in recommendation 3.

13. The University of Western Ontario

a) continue to offer its master's and doctoral programmes in psychology, maintaining its current emphases pending ACAP's review of the reports requested in recommendation 3, and

b) continue to strengthen the graduate training in applied psychology as planned and submit this area to appraisal, ceasing to enrol new students after December 31, 1981, until a favourable appraisal has been obtained.

14. The University of Windsor

a) reduce the graduate enrolment in clinical psychology to a more reasonable level and reduce the total graduate enrolment in psychology to not more than 80, and

b) submit the entire graduate programme in psychology for appraisal, ceasing to enrol new students after September 30, 1980, until a favourable appraisal has been obtained. The Appraisals Committee should be requested to have its consultants examine particularly those concerns expressed by the ACAP consultants.

15. York University

a) continue to offer its master's and doctoral programmes in psychology, maintaining its current emphases pending ACAP's review of the reports requested in recommendation 3, and

b) not proceed immediately with its PsyD degree pending the outcome of the review by ACAP of the report requested from the Discipline Group in recommendation 4.

16. The University of Guelph continue to offer the master's programme, maintaining its current emphases, but that it not proceed with plans to develop a doctoral programme in psychology during the first quinquennium.

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17. Lakehead University continue to offer the master's programme, maintaining its current emphases, but that it not proceed with its plan to introduce a PsyD degree in the first quinquennium.

18. Wilfrid Laurier University

    a) continue to develop the social-community programme in psychology along the lines indicated in the response to the consultants' report and submit it to appraisal during 1980-81, ceasing to enrol new students after June 30, 1981, until a favourable appraisal has been obtained, and

    b) submit its programme in general experimental psychology to appraisal ceasing to enrol new students after September 30, 1980, until a favourable appraisal has been obtained.

19. Brock University not develop a master's programme in psychology during the first quinquennium.

20. Trent University enter into discussions with ACAP to establish whether the proposed MASc programme in psychology (special education/exceptional children) can be justified within the framework of the criteria set down in OCUA Advisory Memorandum 77-VII.

21. In view of the recent changes in the funding mechanism for graduate studies in the Ontario universities, the Ontario Council on University Affairs take note of the completion of this planning assessment and the COU recommendations which will serve as a basis for university decisions in the field of psychology.

Notes concerning the recommendations

Re: Recommendations 16, 17, 19

The "first quinquennium" is the graduate planning period defined by OCUA, extending from 1979-80 to 1983-84.

Recommendation 20

Trent University has withdrawn the proposed MASc programme in psychology from its 5 year plan.

1979 10 16

Advisory Committee on Academic Planning

Ontario Council on Graduate Studies

REVISED REPORT TO THE COUNCIL OF ONTARIO UNIVERSITIES

ON

PSYCHOLOGY PLANNING ASSESSMENT

MAY, 1979

PROCEDURE

On the advice of the Ontario Council on Graduate Studies, the Council of Ontario Universities, on April 2, 1976, approved ACAP's schedule for planning assessments in 1975-76, which included the conduct of a formal planning assessment of psychology.

The procedure and terms of reference for the assessment, attached as Appendix D were approved by COU, on June 2, 1977, following approval by OCGS. A major departure from earlier procedures was the use of a library advisor.

A Psychology Discipline Group was formed consisting of one member named by each interested university with a second member from Toronto to represent OISE. A list of members is attached as Appendix E. Professor E. R. Black and later Professor R. C. Mullin held the ACAP portfolio and attended meetings when ACAP representation was necessary.

The Group began its meetings in February, 1977. In accordance with the procedures, the Discipline Group provided ACAP with a list of possible consultants. ACAP obtained the services of Dean Kenneth Clark, University of Rochester, Professor Dale Harris, Pennsylvania State University, and Professor Gregory Kimble, Duke University. Professor John Chapman, Department of Geography, University of British Columbia, played the role of the senior Canadian academic from outside the discipline. Mrs. Frances Groen, Life Sciences Area Librarian, McGill University, served as the library advisor. Brief curricula vitae appear in Appendix G.

The consultants met for two days in November, 1977, to discuss the assessment with the Executive Vice-Chairman of OCGS and with the Discipline Group. The university visits were begun in December and continued through March, 1978.

The consultants' report was received in August, 1978, and served as the basis for the preparation of a draft ACAP report. This report was distributed to the universities and the Discipline Group on November 14, 1978 together with the consultants' report and other appendices, for comment. ACAP reviewed the comments received and prepared its final report which was sent to COU, OCGS, CDAS, and the Discipline Group on February 20, 1979 for action. In response to a request from COU, ACAP reviewed its report in the light of the universities' responses to COU and submitted a revised report on May 4, 1979.

PLANNING TECHNIQUES

For some years now, the universities of Ontario have been committed to the belief that the quality and effectiveness of graduate study in the Province can be ensured only by collective and cooperative action. This implies a mechanism for continuing consultation and agreement so that the plans of each university for each of its disciplines are concerted with those of the other universities. At any given time there will exist a plan for the development of each discipline, with agreed and understood roles for each department; since graduate education is the most advanced formal intellectual activity and is, therefore, undergoing change, it is necessary that such plans be kept under regular review and be subject to ready amendment.

The Council of Ontario Universities has assigned to the Ontario Council on Graduate Studies the task of advising it on the development of such plans and on the steps to be taken to carry them into effect. The standing committee which carries out these tasks for OCGS is the Advisory Committee on Academic Planning. A significant role is also played by the discipline groups, one of which is established for each subject, with one or more representatives from each interested university. Each discipline group has the function of assisting and advising ACAP in connection with its own subject.

The above may give the impression that the planning activity is fragmented on a disciplinary basis. This would, of course, not be acceptable. Since the development of one department in a university should not be considered independently of its contribution to the rest of its university and of the influence of the university as a whole on the department, it is most important that universities as institutions play a central role in the planning process. One of the most effective ways of doing this is by indicating to ACAP, the nature of institutional commitments to a department and institutional aspirations for the department.

The most significant single input to a planning assessment is the set of statements from each university of its plans for its department. When these are subject to collective scrutiny it may be found that their totality constitutes a reasonable plan for the discipline in Ontario, but in any case this set of plans is the first approximation to the provincial plan, which the planning assessment may have to refine if there are duplicated features, lacunae in offerings, too large a total enrolment, or other reasons to recommend altering some of the university plans. The universities are also involved in that the bodies that act on ACAP reports, i.e. both COU and OCGS, are composed of the universities.

The formal documents stating the responsibilities of ACAP and the discipline groups are Appendix F. Briefly summarized, it is ACAP's function to advise on steps to be taken to implement effective provincial planning at the graduate level, to promote the arranging of the graduate programmes of the Province in order to enhance and sustain quality and to avoid undesirable duplication, and, when necessary, to carry out formal planning reviews for disciplines. A discipline group has the responsibility of keeping under review the plans for graduate work in the discipline and making regular progress reports to ACAP in connection with graduate work in that subject. To make all this possible, it has been agreed that ACAP may communicate directly with universities and discipline groups, to request necessary information, to discuss reports, to convene meetings, and to make and receive proposals for the future.

The above information has been given in some detail because it constitutes the mechanism currently approved by COU for cooperative graduate work. It is fair to say that in 1971 there was no mutually agreed plan for graduate study in any discipline. Our task is not only to generate the first such plan for each subject but also to ensure that it is kept under continual review.

There are four basic components in the plan.

The first component is an analysis of the fields and formats of study which should be available to prospective students in the Province.

The second component is an examination of those factors that bear on decisions about the size of the provincial offering. This should include an estimate of the possible overall provincial enrolments at the master's and doctoral levels based principally on the likely number of highly qualified candidates. It should also consider the enrolment projections of the universities, the actual overall enrolment trends and, when appropriate, forecasts of the manpower needs of the Province. In regard to the last item, ACAP is conscious of the unreliability of such forecasts and, except in certain special cases, subscribes to the approach proposed in the Macdonald Report of 1969:

> The country as a whole and the provinces must be concerned about manpower requirements. This concern can be expressed in the first instance through careful survey and forecastings of manpower needs on a continuing basis. Such forecasts should be given wide circulation. It is reasonable to expect that universities will respond by creating additional opportunities for study in the areas of shortage. In addition, the universities through their counselling services have a duty to advise students about the opportunities in various fields from the standpoint not only of intellectual challenge but also of vocational prospects and social utility. The reaction of prospective students to such forecasts is likely to provide an effective control. We believe the marketplace, if its trends are made explicit, offers an adequate governor to prevent serious surfeit and to encourage movement of students toward fields of opportunity.

Nevertheless, in a time of shrinking enrolments and severe economic constraint, ACAP recognizes the need to seek an appropriate balance among the frequently conflicting forces bearing on the size of the provincial effort.

The third component in the plan is a consideration of the role to be played by each institution in terms of the size and the particular emphasis of the programme it will offer. The location, historical development and current strengths of the institutions will be considered as will the possible benefits to be derived from cooperative arrangements where feasible.

The fourth component is a review of the collective impact of the individual plans in relation to the supply of qualified students, the overall enrolment trends and manpower needs to the extent that they can be reasonably forecast. A serious imbalance between the collective wishes of the universities and the relevant projections would certainly lead ACAP to recommend appropriate action to COU. At this stage, ACAP will have to recognize the general thrust of OCUA's Advisory Memorandum 77-VII and particularly the criteria to be satisfied for the funding of new programmes.

One must hasten to add that the future is uncertain and that to forecast intellectual trends, student interests, and employment markets five years hence is to undertake to examine many variables. Of course, this is not a new exercise since all universities have had to make decisions about building, staff hiring, library expansion, equipment investment and so forth and have done so on a basis of similar forecasts. Perhaps sometimes the forecasts have been more intuitive than consciously recognized, but they have certainly been there. All that is new is to make such plans systematically for the Province.

It will be realized that, at a minimum, the planning procedures we have indicated require annual reporting of enrolments and annual examination of admission standards. When there are indications from these or other sources that some aspects of the plan for the discipline are not being realized, it will be necessary for ACAP to initiate a review. Such a review would usually not involve outside consultants. Whether the impetus came from a discipline group, a university or ACAP itself, comments would be sought from all concerned and the review would culminate in a report to COU recommending an amendment to the plan.

If a university notifies ACAP of its intention to depart from its accepted role (for example to enrol students in a field not included in its understood plan), ACAP will review the situation in the light of any other such notifications it may have received and any other pertinent factors. The extent of any further study would depend on the situation, but if ACAP felt that the university's new plan could be a cause for concern, its first step would be to seek full discussion with the university. Normally there would already have been discussion in the discipline group and between universities and the university would have reached its intention after a careful examination of the general situation of graduate study in the discipline. Thus the ACAP decision would be straightforward and a change in plan would be recommended to COU through OCGS. If, however, ACAP still felt that there was a probability that the university's action might be found, on further study, to be potentially harmful to the system, it would probably next seek comment from other universities concerned and from the discipline group. In any case, ACAP would eventually make some recommendation to COU (through OCGS) concerning the variation.

It is difficult without a concrete case to speculate on likely recommendations, but perhaps two hypothetical situations will illustrate the extremes. If a university indicated that, without any marked change in the academic emphasis of its department, it proposed to arrange to enrol somewhere around 70 graduate students instead of about 50, and if there were indications of a growth potential that other universities were not planning to provide for, ACAP would presumably simply notify COU of the university's intention and recommend that it be recognized as an alteration in plan for the discipline. At the other extreme, if a university proposed to begin a new programme designed to enrol fairly soon some 30 PhD students in a field of the discipline already well covered in other universities, it would clearly be necessary to obtain reaction from the discipline group and from other universities and perhaps even some expert advice, in order for ACAP to generate an advisory position concerning the impact of the proposal on the system and suggestions to the university concerned and to COU. As has been noted, if there had been advance interuniversity discussions and agreement, this would be a positive factor in ACAP's assessment, but there is of course the possibility that the recommendation would call for modification of the university's intention; we take that to be the obvious consequence of system planning. Of course, the university could decide to act in a manner contrary to a COU recommendation, accepting whatever consequences would result; we take that to be basic to university autonomy. It is understood that a university will not act in this way without the notification and review described in the preceding paragraph.

GENERAL RECOMMENDATIONS

This section contains recommendations of a general nature applicable to all of the universities of the Province as a collectivity.

References following a recommendation refer to the consultants' report. It is important to note that the ACAP report should be read in conjunction with the consultants' report which provides background for the recommendations made here. Also, following the custom used for other disciplines, ACAP recommendations are prefixed with the symbol 'C' to avoid confusion with the numbering in the COU report.

Psychology has grown rapidly over the last several decades in both the level of activity and the diversity of content. It offers today an impressive array of sub-disciplines which extend across the boundaries of many established disciplines and professions. The definition of many of the new fields is still diffuse and uncertain and in some cases the ties with the traditional core strength of psychology have not been fully maintained. An indication of the current state of affairs in Ontario can be seen in the remarks of the consultants that

1. the list of 39 fields prepared with the aid of the Psychology Discipline Group for this study is, in fact, incomplete, and

2. some institutions are, in fact, doing research in some fields not specifically indicated in their submissions.

Further more, an indication of the changing profile of psychology can be inferred from the fact that the consultants found it preferable to specify the strengths of the various programmes according to a different grouping of 14 areas.

Scope and Quality

Ontario shared in the remarkable growth of psychology, particularly during the 1960s when the number of institutions offering doctoral studies increased from four to ten (nine universities and OISE). During the 1970s, doctoral enrolments increased from an initial level of 503 with 22 percent part-time in 1970-71 to a peak of 668 with 32 percent part-time in 1975-76 and then tapered off to 633 with

31 percent part-time in 1977-78. All of these institutions also enrol master's students and there are, in addition, three that have only master's programmes.

ACAP is pleased to note that virtually all of the diverse fields listed are represented to some extent at one or other of the universities in the Province and that the overall quality of the graduate programmes is very high and compares favourably in most cases with that of the strong and distinguished groups in the most recent rating of American universities. It is also an important feature of the provincial profile that outstanding strength has developed primarily in the traditional heartland areas of psychology and that what constitutes excellence in a given field, e.g. clinical psychology, at several universities is frequently quite different from one institution to another. ACAP takes particular note, however, that this very diversity which now gives breadth and fulness to the provincial offering may give rise to future difficulties as resources and enrolments dwindle.

Employment Trends and Enrolments

In setting forth their approach to this planning assessment, the consultants indicated "that the future growth of psychology is outside academia, ...". ACAP supports this view. Certainly an examination of demographic projections and current trends in both undergraduate and graduate enrolments gives little indication of significant growth within the universities over the next decade. Coupled with this situation, the age profile of the full-time professoriate in psychology leaves little hope of extensive employment in this area over the next five to ten years.

What, then, is the demand for psychologists outside the university sphere and how is it likely to grow? The consultants point out that since 1938, when 90 percent of the 50 psychologists in Canada were academics, there has been a very marked change such that less than a third of the 5,000 psychologists in the country today are academics. The extension of psychology into myriad facets of biological, social, industrial, governmental and other activities has already expanded the job market significantly and new applications continue to arise. ACAP notes the consultants' belief "... that all graduate programmes in the future must attend more to applications of psychological science." The consultants also indicate that the 20 percent increase in graduate enrolments projected by the universities seems unlikely to be realized and emphasize the need to attend to the realities of reduced job markets, reduced university support levels, and reduced enrolments. Although the figures in the official plans of the universities do not verify the 20 percent increase referred to by the consultants, ACAP does see some merit in the pattern of restraint implied by the five stated beliefs on pages A-38 and A-39.

1. that overall, fewer new students should be admitted to graduate programmes in the Province;

2. that reductions in student enrolments and in faculty size should occur in weaker programmes or parts of programmes in order to insure that stronger ones remain strong;

3. that new programmes be avoided unless resources to support them are secure;

4. that higher priority be given to programmes that prepare students for useful careers outside of academia; and

5. that departments of psychology reaffirm their commitment to the teaching of psychology to undergraduates as an essential part of their liberal education, as a rigorous science that can be of great social usefulness, and as a part of assurance that one basis for support of academic psychology remains firm.

They argue that it is possible to adapt to a smaller scale and new objectives without impairing programmes but that such planning would require some decisions to be made in opposition to self-interest.

Recommendation C1

> It is recommended that all universities adapt to decreases in enrolment in such a way as to ensure minimum jeopardy to special areas of strength.

The consultants express concern about the effect of the restriction placed on foreign nationals on the pool of talent and recommend that such restrictions should be abandoned. While ACAP generally supports this view, it does not consider this planning assessment of psychology to be the appropriate vehicle for such a recommendation.

The consultants recommend caution in moving from one level of training to another and also recommend against the elimination of graduate programmes on the basis of duplication. ACAP notes that decisions in either of these areas will be governed primarily on the basis of ground rules set forth in OCUA Advisory Memorandum 77-VII. ACAP agrees that strength should be added to current strength as a guiding principle which should apply to all proposals for enlargement. A possible exception to this principle would be the need for an option in a newly emerging area of importance.

Collective Actions

Two recommendations are made on a collective approach to the preparation of a province-wide brochure describing graduate offerings across the Province and to a sharing of experiences with the different methods of running programmes. ACAP believes that such activities contribute to the overall improvement of graduate studies in most disciplines but notes that a guide to Canadian graduate programmes in psychology is being prepared by the CPA.

Recommendation C2

> It is recommended that the Discipline Group should undertake to share the experiences of the members with the different organizational patterns and methods of handling the operation of the programmes. (See A-44, A-45.)

Programme Planning

The consultants point out that all of the programmes have some areas of strength and they suggest that all such areas rated as less than outstanding should receive the support required to develop their unique strengths fully. The formal recommendation 7 (page A-45) calls for existing strengths to be nourished by the provision of additional staff and facilities.

ACAP finds it difficult to balance this view with the references on pages A-36 to A-38 to reduced university support levels and the belief that reductions in faculty size should occur. Even if all of the weak areas could be designated and then phased out entirely, it is doubtful if sufficient resources could be freed to foster all of the strong areas in the manner suggested. It is ACAP's view that the desired strengthening of psychology coupled with the reduction in scale referred to on page A-38 would require each university to declare those areas in which a reduction in size or even a phasing out might be profitable. A survey of the declared fields of the universities and those listed as strong or outstanding by the consultants has led to the preparation of table 1 (page 11) for doctoral programmes. As pointed out in the Discipline Group's response to the draft ACAP report, "the table actually represents a diverse array consisting of specific, structurally distinct programmes, areas of faculty

TABLE 1

AREAS OF SPECIALIZATION[1,2]

AREA[1]	Car	McM	Ott	Que	Tor	OISE	Wat	Wes	Win	Yor
Social	B	B	X	X	B		A	X	X	X
Developmental	B	B		B	B		B	B	B	B
Personality, experimental psychopathology			X	BY	X		B	B	X	X
History/theoretical	B			BY	AY			AY		BY
Information processing and perception	X	A		A	A		B	B		A
Human learning	X	B		B	A		X	A	X	X
Animal learning	X	A		B	B		X	X	X	X
Biopsychology	B	B	X	B	B		X	B	X	X
Quantitative		BY		BY		BY		BY		
Applied	BY	BY				BY	B			
Clinical			X	A		AY	A	X	X	B
Counselling			B			A		X		A
Education						A				
School						B				

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[1] The areas listed are essentially those indicated by the universities with the addition of quantitative and applied psychology added by the consultants.

[2] The letters indicate the following classifications based on the consultants' ratings in the text and in table 7, page A-25: A - outstanding; B - strong; X - indicated in university submission but not rated by consultants; Y - not indicated in university submission but listed by consultants.

research strength, islands of strength represented by a single faculty member, areas in which good dissertation work has been completed and areas in which graduates have been successful in finding employment."

Recommendation C3

> It is recommended that each university report to ACAP by December 31, 1979 clarifying the nature of those activities labelled either X or Y in table 1. ACAP would like to know the number of individuals involved, the status (instructional specialization or simply a research focus), and any plans for future change.

Notwithstanding the previous comments and recommendations on restraint and serious reservations about the costs of implementing new programmes, ACAP is convinced that the consultants' suggestions on pages A-45 and A-46 concerning the application of psychology deserve consideration. It may be that relatively inexpensive shifts in emphasis and interest at some institutions would permit the introduction of the needed programmes at relatively little cost. Even if this is not the case, it would appear that some new ventures ought to be undertaken and the following recommendations are intended as an encouragement to interested universities to examine their interests along these lines.

In discussing the emergence of applied psychology, especially in relation to professional services, the consultants point to the need for and actually recommend the introduction of the Doctor of Psychology degree. They note that such programmes should be distinct from the PhD programmes and not just watered-down versions of them. In an earlier section on pages A-12 and A-13 they emphasize their view as follows:

> our bias overwhelmingly favours a scientifically based profession in which the psychologist is rigorously trained in methods of research and problem solving with secondary attention to mental health intervention procedures

and go on to add

> we believe that any doctoral level training programme for clinical psychological services can gain credibility only in a highly respected academic setting, not in a free-standing setting nor in a college or university which has not established a highly respected academic tradition over a period of time.

ACAP recognizes that developments in Ontario may differ from those elsewhere. In view of the suggestion in the Discipline Group's response to the draft ACAP report and the recent proposal to modify the requirements for clinical practice in the Province, ACAP has chosen the following recommendation.

Recommendation C4

> It is recommended that the Discipline Group undertake a study of the nature of and need for Doctor of Psychology programmes in Ontario and report its findings to ACAP by December 31, 1979.

ACAP will withhold its recommendations on all proposed Doctor of Psychology programmes until it has had an opportunity to study the Discipline Group's report.

The consultants go on to note that there are two areas in which there are scattered pockets of interest and strength but in which no formal degree offerings have been developed: industrial-organizational psychology and quantitative psychology. Both types of options are recommended and ACAP is convinced that a province with the level of industrial and educational development found in Ontario ought to provide such training.

Recommendation C5

> It is recommended that any institution with appropriate existing strengths and interests should consider the desirability of introducing PhD studies in industrial-organizational psychology and report to ACAP by December 31, 1979, its intention concerning the development of this field. Cost implications will be particularly important to such developments. (See page A-45, A-46)

However, the importance of quantitative methods as a supportive requirement in many psychological studies is recognized and ACAP supports the suggestion made by the Discipline Group in its response to the draft ACAP report, namely that efforts in this area would be better devoted to providing the best possible training in quantitative methods for students in appropriate specializations.

UNIVERSITY RECOMMENDATIONS

In this section, ACAP will consider the individual universities' graduate programmes in psychology. Those with doctoral programmes, namely Carleton, McMaster, Ottawa, Queen's, Toronto, OISE, Waterloo, Western, Windsor and York will be discussed first. Guelph, Lakehead and Wilfrid Laurier offer master's programmes only. Brock, Laurentian and Trent currently offer only undergraduate psychology but the consultants considered their plans for future graduate development.

It should be noted that the changing academic climate, as discussed more fully in the introductory section, has been taken into account in the drafting of the ACAP recommendations.

Although ACAP has used the consultants' report in preparing its recommendations, it is important that this ACAP report be read in conjunction with all its appendices.

Campuses with Doctoral Offerings

Carleton University
(A-52 to A-58)

The overall doctoral programme at Carleton has been rated as good. Particular strengths exist at Carleton in some aspects of biological, social, developmental and applied psychology and in the history of psychology but there are issues that must be resolved if the University is to achieve its potential across the full sweep of existing and proposed activities. Inadequate space, equipment, research funding and student research support are all noted by the consultants who commented as well on the problems deriving from poor communications within the Department and with cognate areas of importance to psychology.

The University's response concerning communications with cognate areas is convincing, and ACAP does not support the views of the consultants on this point. ACAP also notes that improvements have been made in some other parameters, particularly research support, since the consultants' visit. Good work is being done and several activities have the potential to develop into outstanding offerings. Of particular note in this regard are the activities in biopsychology, brain research, the biochemistry of behaviour, the laboratory for sleep research and the work in developmental biopsychology, neuropsychology and the psychology of early childhood. The proposed offering in public affairs psychology is considered to be a good idea but in the words of the consultants, it "... has not been sufficiently broadly conceived and thought through."

ACAP has serious reservations about the extension of this programme into any new area unless some of the existing activities are curtailed. The consultants believe that enrolments are currently appropriate to the size of the Department so that enrolments in the new areas would probably have to develop at the expense of enrolments in existing areas. This situation would be further exacerbated by expected decreases in graduate enrolments generally. A second concern focusses on space and equipment and any additional activity would add to the difficulties unless there is a major commitment by the University to correct the situation.

Recommendation C6

It is recommended that Carleton University

a) continue to offer its current master's and doctoral programmes in psychology pending ACAP's review of the reports requested in Recommendation C3, and

b) defer the implementation of its new offering in public affairs psychology until it has had an opportunity to discuss with ACAP a report providing

i) a careful review of existing requirements for additional space, equipment and other resources, of similar requirements associated with the new venture, and the possibility of increased funding to cope with the overall needs, and

ii) a detailed discussion of the proposed offering in public affairs psychology in the light of the consultants' comments on page A-55.

McMaster University
(A-70 to A-75)

The doctoral programme at McMaster has been rated as outstanding. It is heavily concentrated in the life science area. The consultants were particularly impressed by the work in growth and development, which is being jointly developed with the Faculty of Medicine. In the consultants' opinion, this particular specialization will soon be one of the best three or four in North America. The faculty in the life sciences generally are productive and well provided with research funds. Facilities are superb; support personnel, excellent.

Social psychology at McMaster is considered strong. The work is concentrated in four areas and the consultants note some cooperation with the anthropologists.

ACAP draws the University's attention to the points raised on pages A-74 and A-75 concerning leadership, admission standards, faculty strength and employability of graduates.

Recommendation C7

> It is recommended that McMaster University continue to offer its master's and doctoral programmes in psychology maintaining its current emphases.

ACAP notes particularly the absence of any intention on the part of the University to expand into new specializations and commends the University for its restraint in a time of falling enrolments and financial limitations.

University of Ottawa
(A-76 to A-85)

The overall doctoral programme at the University of Ottawa has been rated as adequate by the consultants and they recommend appraisal of the entire graduate programme. The administrative structure is being reorganized and it has been recommended that this period of readjustment be used to decrease enrolment and plan the future of psychology within the University.

The largest group in life science psychology is in biopsychology. There are indications that the quality of research activity is low. There is a lack of publication and there is little faculty grant support. Space and equipment are adequate. The consultants feel this area is important because it is the core of the discipline and applied work can only be done on a firm scientific basis.

The consultants were impressed by the Child Study Centre, a unique facility in North America. It could become a major research centre but it is not being used to its full potential in support of graduate studies.

The largest group of faculty at Ottawa is in clinical and counselling psychology. Even so, there is an excessively large graduate enrolment. Also, the faculty command few research grants from outside the University. The consultants note that financial support for students is meager. Faculty publication is low.

Despite these problems, the consultants suggest that Ottawa is an important setting for psychology. It is bilingual and there is an obvious need to have some doctoral studies in French available in the Province. Too, there is a great variety of professional internships to be exploited in the Ottawa area, and opportunities abound for the application of psychology.

Recommendation C8

> It is recommended that the University of Ottawa
> a) report on the reorganization of the new School of Psychology within the Faculty of Social Sciences and on the University's objectives for graduate studies in psychology by September 30, 1979,
> b) reduce graduate enrolments as quickly as possible to the levels indicated in the future plans,
> c) submit the entire graduate programme in psychology for appraisal ceasing to enrol new students after June 30, 1981, until a favourable appraisal has been obtained, and
> d) defer any further action on the proposed PsyD degree pending its consideration during the appraisal process and a review by ACAP.

ACAP will monitor the enrolment and new admissions through the annual collection of the graduate programme data.

Queen's University
(A-86 to A-91)

In the consultants' opinion, Queen's has the best balanced graduate programme in the Province, with the information processing and perception and the clinical specialties rated as outstanding. Queen's information processing is the strongest such specialty across the Province and is based upon strong cooperation with other University departments. Queen's is rated strong in seven other specializations.

All life science faculty publish to some extent and the level of grant support is outstanding. The clinical training at Queen's has a unique, strongly academic orientation. Its only weakness is the separation of faculty from practicum facilities. Facilities in the department are good but space is tight.

The consultants were particularly impressed by the informal indoctrination into the psychology profession involving faculty and students in attendance at regional and national society meetings. The department has funds to support this activity.

In spite of the fact that the consultants did not deal directly with the proposed extension into communication disorders in collaboration with individuals from electrical engineering and otolaryngology, ACAP sees this as an appropriate development of existing strength into an important area of application.

Recommendation C9

> It is recommended that Queen's University continue to offer its master's and doctoral programmes in psychology according to its plan, pending ACAP's review of the reports requested in Recommendation C3.

ACAP is pleased to note that the plans for Queen's University emphasize building on strengths rather than development of new areas or large increases in enrolments. The strengthening of applied work is compatible with the consultants' general advice about the future growth of psychology.

University of Toronto
(A-92 to A-96)

At Toronto, the graduate programmes in psychology are separated, with the applied programme being offered through OISE for which a separate recommendation is presented following this section.

The consultants consider Toronto has the leading programme in the Province and one of the best in Canada. The work in human learning and memory has world status; that in information processing, including perception, is also outstanding. In addition, Toronto was rated outstanding or strong in five other areas. The enrolment, although small is considered suitable for a programme of such merit. Equipment and support personnel are excellent; space is tight and scattered.

Students may take courses at OISE in statistics and measurement. Although the consultants are pleased with this cooperation, they recommend more be done to foster a closer working relationship for the benefit of both groups.

Recommendation C10

> It is recommended that the University of Toronto

a) continue to offer its master's and doctoral programmes in psychology, maintaining its current emphases pending ACAP's review of the reports requested in Recommendation C3, and
b) enter into discussion with OISE to evolve a closer working relationship between the "basic" psychologists at Toronto and the "applied" psychologists at OISE, and report to ACAP by December 31, 1979, on results of the discussion.

ACAP is pleased to note that the University has no intention of establishing new specializations but rather intends to shift the emphases in existing programmes in line with current changes within psychology itself. This includes the application of psychology to human development, neuropsychology, criminology and addiction research.

Ontario Institute for Studies in Education
(A-97 to A-103)

OISE offers graduate programmes in educational, school and counselling psychology. It has no undergraduate offering and is physically separated from the "basic" psychology department in the Faculty of Arts and Science at Toronto.

OISE is described as a unique resource for research and development in education and has been rated as outstanding in educational and counselling psychology and strong in school psychology. It is also seen as strong (or better) in three other areas of psychology in which it has no recognized offering.

The faculty in educational psychology is impressive and actively engaged in field research. The counselling section is practitioner-oriented and makes good use of the wide variety of practicum settings in Toronto. The students were enthusiastic about the total programme and the recent graduates were successful in finding employment suitable for their educational background.

It is suggested that OISE give careful consideration to the following points:

i) large enrolments and possible faculty overload,
ii) overextension of faculty, interested in too many fields, and
iii) inappropriate use of the PhD when a professional degree would be better.

A fourth point was raised concerning the development of a better relationship with the traditional disciplines on the University of Toronto campus. This was felt desirable in order to discourage the development of "in-house" discipline minors at OISE and to make the "basic" disciplines examine themselves vis-à-vis education in the public schools and other social institutions.

Recommendation C11

It is recommended that the Ontario Institute for Studies in Education

a) continue to offer its current master's and doctoral programmes maintaining its current emphases,

b) elaborate, with additional data and analysis where possible, the factors affecting faculty workload in a wholly graduate institution like OISE and report to ACAP through the Dean, School of Graduate Studies, University of Toronto, by December 31, 1979.

c) give serious attention to the particular degree to be awarded (PhD, EdD and possibly PsyD) according to the individual student's programme, and

d) enter into discussion with the Department of Psychology at the University of Toronto to evolve a closer working relationship between the "applied" psychologists at OISE and the "basic" psychologists at Toronto, and report to ACAP by December 31, 1979, on results of the discussion.

Some of the factors affecting faculty workload at OISE were referred to in earlier documents and/or discussed at a meeting of representatives of ACAP and the Institute. However, the situtation is quite different from that of an ordinary undergraduate/graduate department and the complexities governing the examination of workloads should be set down clearly in a single location. The report should discuss the matter of enrolments and diversity of faculty activities noted by the consultants.

The proposed expansion and development of the Psychology Clinic is commendable but its use by the students should not be developed as an alternative to external practicum experience. ACAP notes the absence of any intention to expand into new specializations.

University of Waterloo
(A-109 to A-116)

The doctoral programme at Waterloo has been rated strong and the clinical and social psychology training were considered to be outstanding. Four other areas were rated strong and the consultants were particularly impressed by the MASc programme.

In the life science area, the faculty are productive, publishing in good journals at a steady pace. Several members have the potential to attain international eminence. The students also publish and several are now quite well known. Facilities, space and support personnel are all excellent.

The faculty in the social science area include young, innovative people in developmental psychology and older, mature faculty in social psychology. Both groups have demonstrated potential for excellence. Students in this area are of high quality.

The MASc programme has three tracks of study: addiction, educational and industrial. At the doctoral level, the University admits up to five students only for clinical training although the course of study and the faculty are excellent. The Waterloo region suffers from an inadequate number of practicum facilities. The University has a facilitator who coordinates off-campus research.

Recommendation C12

> It is recommended that the University of Waterloo continue to offer its master's and doctoral programmes in psychology, maintaining its current emphases pending ACAP's review of the reports requested in Recommendation C3.

ACAP notes particularly Waterloo's plans for consolidation rather than expansion into new specializations and commends the University for its restraint in a time of falling enrolments and financial limitations. However, it is suggested that the University may wish to react to Recommendation C5 in view of the existing industrial option in the MASc programme.

University of Western Ontario
(A-117 to A-123)

The graduate programme at Western has been rated as outstanding by the consultants. They consider the programme well organized and administered and the level of enrolment appropriate. The work in human learning and memory and in theoretical psychology are outstanding and the training offered in four other areas is strong.

There is a rather large group of faculty in life science psychology, most of whom are productive. Recently, their research has turned toward application. The facilities in the life sciences are excellent.

The developmental offering, and in particular, early childhood education combines scientific and professional requirements, producing graduates very much in demand. The social-personality work has high quality students and faculty. The consultants commend Western for its cooperation with other universities in staging an annual conference on social psychology.

The applied psychology group at Western is currently developing closer ties with those faculty in the general experimental area who have applied interests. However, according to the consultants, this group has a yet "...neither the dedication nor the background of experience and maturity required to provide balanced training of high quality." Although the plan is considered to be "...impressive and sensible...", ACAP wishes to be assured that the potential is fully realized and recommends accordingly.

Recommendation C13

> It is recommended that the University of Western Ontario
> a) continue to offer its master's and doctoral programmes in psychology, maintaining its current emphases pending ACAP's review of the reports requested in Recommendation C3, and
> b) continue to strengthen the graduate training in applied psychology as planned and submit this area to appraisal, ceasing to enrol new students after December 31, 1981 until a favourable appraisal has been obtained.

ACAP is pleased to note that Western's plan calls for further integration and strengthening of its already outstanding programme rather than extension into new fields and commends the University for its approach.

University of Windsor
(A-131 to A-138)

The University of Windsor offers graduate studies in four areas of psychology: experimental, developmental, social and personality, and clinical. Only the work in developmental psychology was rated strong by the consultants. There are highlights such as the excellent animal care facility and more recently the trend in developmental psychology towards application of underlying neuropsychological processes. Learning processes and disabilities are being studied as well as mental retardation and infant stimulation.

The offering in clinical psychology has much to recommend it but is said to be over-enrolled and appears to suffer from less than adequate coverage of the basic science content. There is also concern expressed about the number and scope of the practicum and internship facilities in Windsor which requires students to leave the community to get adequate experience in some important problem areas.

The group in social psychology and personality appears to be suffering some internal conflicts common to this field and associated with changing methodologies.

On the whole, the consultants express the feeling that "... life on the campus is almost too comfortable; ..." and that faculty and students alike are not as enthusiastic and excited about their work as those met elsewhere. Student quality is also not up to that found elsewhere.

ACAP is seriously concerned about the number of problems referred to by the consultants and urges the University to give high priority to a review of the graduate operation in psychology, particularly the size of the enrolment in the clinical option, the number and quality of admissions, the accuracy of the departmental brochure on graduate studies in psychology and the heavy teaching loads associated with intersession, summer school, and evening class instruction which detract from scholarship and research.

Recommendation C14

It is recommended that the University of Windsor
a) reduce the graduate enrolment in clinical psychology to a more reasonable level and reduce the total graduate enrolment in psychology to not more than 80, and
b) submit the entire graduate programme in psychology for appraisal, ceasing to enrol new students after September 30,1980, until a favourable appraisal has been obtained. The Appraisals Committee should be requested to have its consultants examine particularly those concerns expressed by the ACAP consultants.

York University
(A-139 to A-147)

York University has been rated outstanding in information processing and perception and in counselling, and strong in developmental, theoretical and clinical psychology. The programme was started in 1964 when programmes already existed at McMaster and Toronto and the consultants comment as follows:

> As a result York made an effort to develop strengths in areas other than those in nearby institutions. For this reason

> York committed itself to developing strong offerings in clinical-counselling, personality-social and developmental psychology. Its general experimental faculty placed emphasis on perception since that was an area not emphasized as strongly at either McMaster or Toronto.

ACAP notes that, except for the clinical-counselling area, either or both McMaster and Toronto are rated outstanding or strong in those areas adopted by York. It may be that quite different emphases are placed on these areas at the different universities and ACAP will undertake to obtain more detailed descriptions of the areas of apparent overlap and may subsequently recommend discussions to ascertain appropriate directions for future development.

The faculty in general experimental psychology number two dozen, only half of whom have a significant publication record. The main emphasis in this area is on visual perception. Although the training offered is outstanding, it could be improved by support from physiological psychology and human information processing. The students frequently publish but not always in the best journals. Facilities and support personnel are very good.

Training in developmental and social and personality psychology is structured to provide a broad knowledge with in-depth work in specialized areas of research. There are no plans for a major shift toward applied areas although there is a proposal for the establishment of an applied developmental-clinical option.

The clinical-counselling offering has a community emphasis with the faculty actively involved in clinical work. There is a large number of professors involved and they are of uneven quality. Although the course of study lacks cohesion, it is possible for an individual to obtain excellent graduate training.

York's plans include the introduction of a PsyD programme and the formalization of an applied developmental-clinical option. The consultants recommend that both should proceed. They agree that the outline of the PsyD programme is sensible and note that it would "... strengthen the preparation of applied psychologists both in their professional skills and in the areas of research normally pursued by persons in professional positions." They argue that York has the stature to offer such a programme and could do so without weakening the PhD offering. Nevertheless, before making any individual recommendations along these lines, ACAP will wish to study the report requested from the Discipline Group in Recommendation C4.

The applied developmental-clinical option is seen by the consultants to be a natural outgrowth of the current interests of and interactions between the members of the two groups. It also complements the applied option in early childhood education already offered in conjunction with a local community college. ACAP considers this to be a useful innovation which will assist the general move towards greater emphasis on application so frequently referred to by the consultants.

Recommendation C15

It is recommended that York University

a) continue to offer its master's and doctoral programmes in psychology, maintaining its current emphases pending ACAP's review of the reports requested in Recommendation C3, and

b) not proceed immediately with its PsyD degree pending the outcome of a review by ACAP of the report requested from the Discipline Group in Recommendation C4.

Campuses with only Master's Offerings

University of Guelph
(A-59 to A-63)

The consultants have rated the graduate programme at Guelph as the best of the three master's-only programmes in the Province. The work in animal learning and behaviour and in the developmental specialty is outstanding.

The faculty in the life sciences is well trained and many members have made contributions to the literature. Some have moved into applied areas that represent a potentially unique development. A remarkably fine offering in applied child psychology has been developed predominantly by the junior members. In general, the facilities at Guelph are adequate; the support personnel, very strong. The consultants remarked favourably on the cooperation of the Department of Psychology with other departments at Guelph and with other universities.

Guelph has been considering plans for a proposed PhD programme although it was not included in the current three-year plan of the University and there is no formal proposal. The consultants advise against proceeding on the basis of the inexperience of the faculty. Instead, the department should continue to offer its master's programme with the addition of a senior faculty member in applied social psychology.

Recommendation C16

> It is recommended that the University of Guelph continue to offer the master's programme, maintaining its current emphases, but that it not proceed with plans to develop a doctoral programme in psychology during the first quinquennium.

Lakehead University
(A-64 to A-69)

Lakehead offers a master's programme in general experimental psychology and clinical psychology. The work in animal learning and behaviour and in clinical has been rated strong by the consultants.

The faculty is providing excellent training at the master's level. The theses are on sound topics but few are published. The graduates are employable, most of them obtaining jobs suitable to their training. The facilities at Lakehead are excellent; nonacademic support personnel, inadequate.

Lakehead's plan includes the introduction of a PsyD programme in the near future. The consultants examined an appraisal-type document describing the programme and concluded, because of the number of additional faculty required and the probable drain of resources from the master's programme, that Lakehead should not proceed with this development. They also note that there are other universities in the Province more capable of offering such a programme.

Recommendation C17

> It is recommended that Lakehead University continue to offer the master's programme, maintaining its current emphases, but that it not proceed with its plan to introduce a PsyD degree in the first quinquennium.

Wilfrid Laurier University
(A-124 to A-130)

Wilfrid Laurier offers a master's programme in general experimental and in social-community psychology. The programme is not well developed and the consultants noted a lack of clarity in the definition of the options. Of the two, the social-community option is considered to be closer to definition than the other. The consultants recommend appraisal of the entire master's programme after it has been given an opportunity to develop.

In the general experimental area, research is scattered and seldom in the mainstream of experimental psychology; publication is inadequate. Both space and equipment are inadequate and at least two additional faculty will be needed. Several reasons for the confusion are noted by the consultants in the hope that a clearer image of the possibilities will evolve.

The social-community specialization is somewhat better defined, but here again the consultants see a need for clarification and suggest a new direction emphasizing cooperation with the School of Social Work. The resultant training could be a unique resource in the Province. The Department is commended for the quality of its undergraduate programme and for its strong emphases on the development of professional attitudes. Liaison with community agencies is very sound and provides good practicum settings and a good research data base.

ACAP is concerned about the magnitude of the new resources needed to develop this programme and, in the present economic climate, is hesitant to suggest that the University should divert funding from other objectives to strengthen this programme. At the same time, there is sufficient ground for concern about the quality of the programme that ACAP believes appraisal to be a matter of high priority.

Recommendation C18

It is recommended that Wilfrid Laurier University
a) continue to develop the social-community programme in psychology along the lines indicated in the response to the consultants' report and submit it to appraisal during 1980-81 ceasing to enrol new students after June 30, 1981, until a favourable appraisal has been obtained, and
b) submit its programme in general experimental psychology to appraisal ceasing to enrol new students after September 30, 1980, until a favourable appraisal has been obtained.

Campuses without Graduate Programmes

Brock University
(A-48 to A-51)

Brock University currently offers both general and honours undergraduate programmes in psychology. Although the department is thinking about introducing graduate work, no written plan was submitted. Two of the consultants, after studying the faculty CVs and the library report, spent a day at Brock. The report recommends against the development of a master's programme at Brock. The faculty, although capable of directing graduate students, is inexperienced in this activity. The members are already heavily worked and a graduate programme would require 2-5 additional people. Space and technical support personnel would have to be increased. The consultants also note a split in faculty support for the proposed development.

Recommendation C19

> It is recommended that Brock University should not develop a master's programme in psychology during the first quinquennium.

Laurentian University
(A-23)

Laurentian University currently offers both general and honours undergraduate degrees in psychology but has no proposal at the present time to enter into graduate studies. Planning approval was recommended in the COU report on graduate studies in physical and health education for an interdisciplinary programme in child and development studies sponsored jointly by the departments of physical education, psychology and sociology. The psychology consultants did not visit the Laurentian campus but did examine a description of the programme and the faculty. They felt that the same positive evaluations noted for the undergraduate programmes at Brock and Trent would also apply (page A-22 and A-23). No recommendation is necessary here.

Trent University
(A-104 to A-108)

In its current three-year plan, Trent indicated its intention to begin a master's programme in psychology in special education/ exceptional children. It is planned to begin in July, 1979, and to have a steady state enrolment of 10 full-time students. This programme received appraisal approval in April, 1976. Its approval was conditional upon the appointment of an additional faculty member. The consultants were given copies of the appraisals brief including the CVs of the faculty and two of them visited Trent for a day. The report notes that the proposal is well conceived and recommends that it should be implemented.

ACAP notes that psychology is a well established discipline with a wide range of graduate programmes already offered across the Province. The funding of new graduate programmes during the first quinquennium will be governed by the criteria set down in OCUA's Advisory Memorandum 77-VII and ACAP will have to satisfy itself concerning this aspect of the proposal before making a definitive recommendation.

Recommendation C20

> It is recommended that Trent University enter into discussions with ACAP to establish whether the proposed MASc programme in psychology (special education/exceptional children) can be justified within the framework of the criteria set down in Advisory Memorandum 77-VII. ACAP will subsequently prepare a specific recommendation to COU.

ONTARIO COUNCIL ON GRADUATE STUDIES

COMMENTS ON THE ACAP REPORT ON PSYCHOLOGY

Preamble

The comments expressed below were based on the original report dated February, 1979. The revised report, dated May, 1979, has removed some of the concerns indicated in comment 2 and the suggestion that COU should examine critically some sections of the report may no longer be appropriate.

Comments

ACAP's report to COU on the Psychology Planning Assessment is the outcome of a major piece of work which commenced over two years ago. ACAP is to be congratulated upon its smooth coordination of many endeavours and its production of a clear, balanced report.

1. However, there are certain deficiences in the report that suggest both the difficulties inherent in any attempt to assess a discipline like psychology on a province-wide basis and the confusion that surrounds the basic point of the exercise. Although some indication of the development of the discipline is presented along with observations regarding employment trends, these are not set in the context of our provincial planning heretofore. The relationship between the existing state of the discipline and the flow of university plans and OCGS decisions since 1967 is not dealt with in the report, with the result that its usefulness as a comment on plans and planning is muted. Those recommendations for individual universities that are other than encouragements to continue the status quo, are based almost completely on evaluations of programme quality and not on considerations of discipline balance across the Province. In our view, this signifies as much as anything else that the emphasis to be placed on quality appraisals in subsequent ACAP assessments is correct, and it suggests the futility of attempting any more elaborate planning.

2. The model of interaction and feed-back between consultants, the Discipline Group and the universities seems to be admirable. We do have a strong sense, however, that not all of the universities' responses to the draft ACAP report and to the consultants' report have been satisfactorily answered in the final ACAP report, and that COU may have to examine critically some sections of the ACAP report in the light of individual university submissions to COU. (We are not suggesting, of course, that ACAP should have automatically accepted university or Discipline Group urgings. Clearly it must use its own judgment in assessing the system as a whole.)

3. ACAP has wisely attempted to modify the consultants' Table 7. ACAP's modification appears as Table 1 on Page 11 of the Report. But such modification is a forlorn task. The crucial error in the consultants' table is inherited by that of ACAP. Both tables confuse, for instance, the prestige of individual faculty members with the level of graduate instruction in different areas. We are not concerned here with substance, so we will not comment on the factual validity of the tabular entries. Suffice it to say that in our opinion Table 1 in its present form can be quite misleading. It would seem that ACAP, in quoting the views of the Discipline Group on this table (Pg. 10-11 of the ACAP report) accepts this criticism, yet it has persisted in its reliance on the Table. We would recommend that the information contained within it should be disentangled, collated according to precise criteria, and presented in separate tables.

4. We are in general agreement with ACAP's notes accompanying their recommendation C1. But it is difficult to see how these notes constitute a rationale for the recommendation itself. Furthermore, the current wording of C1 allows for contrary interpretations. At face value, it constitutes little more than a motherhood statement.

5. We strongly support Recommendation C2. We agree that nothing but benefit can accrue from a dynamic exchange of views and experiences among programmes. But we share the Discipline Group's doubts as to the usefulness of a province-wide brochure.

6. Whilst recognizing the objectives involved in Recommendation C3, we must express some concern that what could be the ground work for some detailed planning is to be based on the very table which we have criticized above.

7. We welcome Recommendation C4.

8. We share ACAP's acceptance of the Discipline Group's response to the draft ACAP report as regards quantitative psychology. We agree with Recommendation C5 which notes the desirability of introducing PhD studies in industrial-organizational psychology, but in the context of existing strengths and cost implications.

1979 03 23
1979 05 15 Revised

CARLETON UNIVERSITY

RESPONSE TO THE PLAN FOR PSYCHOLOGY

In general, Carleton's concerns with the COU PLAN for Psychology are centered both on the reliability of the Consultants' Report and on the way in which their findings have been reflected in ACAP's development of the Plan. The Consultants' Report contains a great many errors, some lack of consistency and some serious gaps in the evidence to support its judgments. The Report often fails to take account of available factual evidence and in some cases relies upon subjective impressions even in the fact of available data.

These problems have been documented extensively by various of the universities in their published responses to the Report. Given the extent and vigour of the universities' criticism, one might have expected ACAP either to supplement the Report with additional data or at least to demand that the Report be filled out and where necessary, corrected. Certainly that would have made it easier for the community to have confidence in the resulting Plan. Instead, at least in the case of Carleton University, a number of serious factual errors in the Consultants' Report have simply been carried over into the Plan, even though the contradicting data had been supplied a number of times to the consultants and/or ACAP, and also to COU.

In addition, the Plan contains what seem to us some serious imbalances in judgment. For example, Carleton's sleep laboratory is lumped in with our activities in biopsychology as areas of promise for further development. Yet our sleep laboratory is so new that published research has not yet resulted from its work (though it soon will) while some of our biopsychology teams which are more established have produced dozens and dozens of published papers.

We begin with two comments on the general recommendations, and then turn to Recommendation C6, the one which deals with Carleton University directly.

I. RESPONSE TO GENERAL RECOMMENDATIONS

A. ON RECOMMENDATION C1

Carleton University does not see a reduction in numbers of graduate students in psychology as inevitable. Given that departments energetically attend to the training of students who are capable of bringing their research design and concept formation skills to the solution of problems in non-traditional and socially useful settings, the demand for such training will increase rather than decrease.

Furthermore, such training will increasingly require most departments to integrate and recombine existing strengths in new ways to meet the demands of a changing society. Such integrative courses of study will naturally appear handicapped to begin with in the face of the more traditional areas of study. Most pioneering ventures require some time to come to full flower. If Ontario insists on maintaining existing areas of strength at the cost of innovative integrations, it will actually exacerbate decreases in graduate enrolments, for the traditional strengths of most departments are geared to training students for rapidly decreasing academic positions. Carleton thus sees an inconsistency in the supporting argument for C1 between the implications of points (2) and (3) and those of (4).

B. ON RECOMMENDATION C3

Table 1, on the basis of which Recommendation C3 is made, suggests more duplication of expertise in the Province than actually is the case. The consultants have themselves made the point that what makes a particular area strong at one university is usually quite different from

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what makes the same area strong at another.

II. RESPONSE TO SPECIFIC RECOMMENDATIONS ON CARLETON

1. The Plan reiterates, in the text to Recommendation C6, the consultants' judgment of lower than normal excitement in the Department of Psychology at Carleton. The consultants' inference was based on brief group meetings which they held with some students and faculty members. To make such an inference on such a subjective basis with such limited opportunity for systematic observation of departmental activity is an error in itself. It is compounded by their ignoring clear factual indices of enthusiasm and scholarly involvement which they had in their possession.

One available and valid index of faculty and student enthusiasm is the number and the quality of student publications and paper presentations at scholarly conferences. For example, available to the consultants and ACAP (in Carleton's report to ACAP, p. 59) was the fact that in May and June of 1977 twenty paper presentations were given at professional conferences by Carleton's M.A. and Ph.D. students. Full time graduate enrolment in that year was 46. This unusual record could not have been achieved without a high level of enthusiasm on the part of students and a high level of involvement on the part of their faculty supervisors. Queen's is praised in the Plan for just this sort of activity.

Another available index of graduate student scholarship and research involvement is found in the numbers of students who receive continuing external grant support. The consultants produced Table 6 (why have data for only 1976-77 been reproduced in this table?) but failed to use these data explicitly in evaluating graduate programs.

1) According to Table 6, the proportion of external grants in 1976-77 was higher at Carleton than at two other universities ranked "strong" and higher than one ranked "outstanding" overall.

(11) Corresponding data for doctoral students over the total five-year period of concern to ACAP show that 50% or more of Carleton's doctoral students were scholarship recipients in each of these years.

(111) In 1974-75 Carleton was second only to Queen's in this respect.

(1V) In 1975-76 Carleton ranked fourth in the Province behind Toronto, Queen's and Waterloo.

(V) In 1976-77 Carleton and Queen's ranked together second to Toronto.

Demonstrated research involvement and, thus, enthusiasm for research is clearly an important factor in deciding such awards.

In short, judged by empirical data which were omitted or not used by the consultants and by ACAP, graduate students at Carleton are among the more productive, able students in the Province. These facts are more important indices of scholarly involvement and intellectual satisfaction to us that the brief displays of enthusiasm or lack thereof on which the consultants seem to have based their impressions.

2. The Plan reiterates the consultants' error in pointing to research space as a special problem at Carleton. The consultants' error is based partially on the unfounded assumption endemic to large North American universities, that research quality is directly related to the

quantity of space it occupies. Judged by the fact that no research proposal or program has ever failed to be conceived or developed because of lack of space, Carleton's space resources seem to give adequate scope to the ideas of its faculty members and students. The error is also based on the consultants' lack of opportunity to observe the continuing response of Carleton University to increased space requirements by psychologists. Since the consultants visited Carleton, very major increases in activity in human neuropsychology and in chemical assay work associated with biopsychology have led the University to increase the total amount of research space allotted to Psychology by some 17%. This represents an increase of 30% for biopsychology, and illustrates a major commitment by the University to respond to demonstrated space needs through the reallocation of resources. (The Plan's pessisism on this count is thus clearly unfounded). The special city-wide facilities of the Ottawa area are also relevant to this question of space.

3. The Plan also reiterates a consultants' error in pointing to research support as a special problem at Carleton. With respect to faculty research, the basis of this error would appear to lie in the belief that since Carleton places a high priority on finding faculty research funds, it must have a special problem in this regard. Indeed, it is a universal concern across Canada to increase faculty research grants. But Carleton certainly cannot be singled out as having a particular funding problem, as the following facts show (these facts were available to the consultants and to ACAP in ACAP's Macro-indicator data).

In 1974, 1975, and 1976, Carleton's faculty in psychology received 7.0, 7.5, and 6.3 thousand dollars per full time graduate faculty member from external funding agencies. With respect to other psychology departments in the Province, Carleton ranked 6th, 5th, and 6th in these respective years. In each of these years, Carleton's faculty research funding was on a par with Waterloo's and almost double York's. Faculty research funding was not mentioned by the consultants as a problem at either York or Waterloo. Carleton finds this inconsistency in the treatment of various universities inexplicable, especially in light of similar data now available for 1977-78 when grants to Carleton doubled to 12.8 thousands per full time faculty member. In terms of absolute numbers of research dollars brought to Carleton in 1977-78 (384,000), Carleton ranks fourth in the Province of Ontario in 1977-78, behind only Toronto, Western and McMaster.

Neither these statistics nor those of previous years mark Carleton as having a special problem with faculty research funding. On the contrary, it fares extremely well relative to other universities. Carleton finds it unacceptable to be singled out as having such a problem when current faculty grants actually exceed those of other universities -- of Queen's, for example -- which are singled out and judged to have outstanding grant support.

4. The Plan also suggests that student research support is a problem at Carleton.

All graduate students in the Department of Psychology are given financial awards by the Office of Graduate Studies and Research as long as they remain full-time students in good standing. Above and beyond this basic funding, all student research in psychology is funded by a combination of departmental monies and faculty research grants. This has been departmental practice since 1966. Not only does the Department routinely fund student thesis and independent research over and above that provided by faculty research grants, but it also pays for ancillary research costs such as the xeroxing of manuscripts for publication, and for final thesis copies. Finally, the Department arranges for full return air fare for students who have research papers accepted for presentation at professional society meetings. When these facts and the high level of faculty research funding are taken into account, the consultants' judgment that student research funding at Carleton is less than adequate is difficult to understand.

5. Finally, we would like to record that we consider our proposed offering in public affairs psychology to be only in a very limited sense a new offering. Since it does represent an attempt to integrate existing strengths in applied psychology into something new, it is appropriately treated as a new proposal. However, we do not consider all of ACAP's concerns to be well-founded. Any development of our applied activities, whether in this format or some other, will rest upon programs (the applied part of programs), space and resources already existing at Carleton (and judged by the Plan to be strong) or in the Ottawa community. Moreover, our public affairs psychology proposal is one attempt to give expression to a feature of our Department which the consultants noted with approval when they said,

> There is among the faculty a growing awareness of the need to engage real life problems and issues of social relevance; indeed we noted at Carleton as much realistic shift of research concerns to such problems, without abandoning a sound orientation to basic science, as at any other institution in the province. (p. A-52).

Coupled with the consultants' belief "... that higher priority be given to programs which prepare students for useful careers outside of academia..." (p. A39 and reproduced in the Plan itself) and the fact that Carleton was judged to be among the five departments in the Province strong in applied psychology, we are inclined to feel that only the usual requirements for new programs should be imposed on our proposal for a program in public affairs psychology.

APPENDIX A

PLANNING ASSESSMENT OF PSYCHOLOGY IN ONTARIO

J. Chapman

K. Clark

D. Harris

G. Kimble

September, 1978

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THE UNIVERSITY OF BRITISH COLUMBIA
2075 WESBROOK MALL
VANCOUVER, B.C., CANADA
V6T 1W5

DEPARTMENT OF GEOGRAPHY

August 11, 1978

Dr. H. H. Yates
Advisory Committee on Academic Planning
Appraisals Committee
Ontario Council on Graduate Studies
130 St. George Street, Suite 8039
Toronto, Ontario
M5S 2T4

Dear Dr. Yates,

Our report on Psychology in Ontario is enclosed. We wish to express our appreciation to the Psychology departments of the Ontario universities for their preparation of the documentation associated with the assessment procedure, for their assistance during our visits and for their valuable reactions to an earlier draft of the report. We are also indebted to Mrs. S. Girard who was so helpful in arranging the mechanics of most of our visits and prepared the basic data so efficiently. Finally, we thank you for your advice and guidance during the year.

Yours truly,

J. D. Chapman.

J. D. Chapman

K. Clark

K. Clark

D. Harris

D. Harris

C. Kimble

JDC:ijh

PART ONE

PSYCHOLOGY IN ONTARIO - PAST, PRESENT AND FUTURE

In less than one hundred years, psychology in North America has grown from its origins in philosophy to an intellectual discipline in its own right, occupying a commanding position among the social-behavioural sciences in colleges and universities. It has grown primarily and fundamentally as a science, though its practitioners in many and diverse careers and occupations now far exceed the teaching and research posts which once were psychology's sole career outlets. Indeed, so diverse are the subfields which have appeared within the rubric psychology that it has become difficult for its major professional bodies to speak clearly for the interests of all their constituents.

Development of Psychology as an Academic Discipline

For purposes of the ACAP report, three major divisions of the discipline were selected and three psychologist consultants chosen to represent these broad areas. Table 1 shows a fairly comprehensive but still incomplete breakdown of these three major

TABLE 1

THE SCOPE OF PSYCHOLOGY

Life Science	Social Science	Applied Psychology
Memory	Child and adolescence	Clinical
Human learning	Maturity and aging	Counselling
Animal learning	Social psychology	Industrial/organizational
Cognition	Social modeling	Evaluation
Perception	Decision making	Tests and measurements
Sensory processes	Experimental	Environmental
Physiological	Surveys and field studies	Public affairs
Comparative	Abnormal	Applied social
Neuropsychology	Personality	Applied experimental
Pharmacological psychology	Assessment	School psychology
Psycholinguistics	Quantitative methods	Community psychology
Quantitative methods and research design	Experimental psychopathology	
Mathematical psychology	Education psychology	
Motivation		
Sleep and dreams		
Artificial intelligence and computer simulation		
History		
Systems		
Theoretical foundations		

divisions, because many psychologists now define themselves by quite specific research interests.

We find virtually all interests in this diversified list represented in the Ontario universities, some more than others, as will be developed later in this report. Illustrating the difficulties that psychologists experience in defining themselves within their discipline, the consultants discovered some discontent with the three broad categories and the several subdivisions which the Discipline Group had established for purposes of curriculum vitae reporting. They also detected the existence in certain universities of some activities that do not appear in their formal reports. Such a state of affairs is to be expected in a rapidly growing discipline. The point is that the term "psychology" covers an astonishing variety of specific research interests, and many of these reach into other disciplines such as physics, chemistry, biology, anthropology, sociology and education, as well as bear upon such distinct professions as medicine, law, business administration, and social work.

It is difficult to measure precisely the growth of the discipline and profession of psychology in Canada.[1] It is clear, however, that it has been extremely rapid, especially since 1950. In 1938 there were about 50 psychologists in all of Canada, 90 percent of them being academics; today there are at least 5,000, less than a third being academics - an hundred fold expansion in less than thirty years.[2] Graduate training in psychology existed in only four Ontario universities in 1950 (Toronto, Western, Queen's, and Ottawa), and now appears in thirteen universities, ten of them offering doctoral level work. At present in Ontario universities, the department of psychology is either the largest or next to largest department in point of credit hours of instruction, both undergraduate and graduate, in almost all the faculties in which it is placed (most commonly in the Faculty of Arts and Science). The magnitude of the undergraduate and graduate effort is displayed in tables 2 to 6 which cover a period of three years.

---

[1] Wright, Mary J., Canadian Psychology Comes of Age, The Canadian Psychologist, 1969, 10(3), 229-253.

Such rapid growth, entailing proliferation and differentiation, is not without stress. When one considers the potentials for strain in such a process, it is all the more remarkable that the discipline retains a sense of identity and that departments function as smoothly as they do. Nevertheless this internal diversity holds the germ of greater future difficulties, as resources and students dwindle.

---

[2] Myers, C. R., Letter to John Chapman dated 1978 03 31.

Another source of continuing stress within the discipline is the fact of shifting research fashions and strategies over the years, and the establishment of certain internal status orders. Psychology essentially began in the laboratory study of sensation, perception, and reaction processes, based largely upon simple experiments with motor responses. These laboratory studies rather quickly expanded to include observations on learning and memory. The attempt in those early days was to establish laws of the human "mind". The early affiliation of psychologists with physiology and biology brought animal behaviour into the picture and the identification of learning with Pavlov's conditioned reflex gave rise to an emphasis on the study of observable behaviour. The older group of psychologists looked with some disdain on this "muscle-twitch psychology" but the behavioural emphasis carried the day and came to dominate North American psychology for some fifty years. When behaviourists discovered hypothetico-deductive logic, the operational definition of variables, and the statistical tools of experimental design in the 1930's, the stage was set for a very rapid development of the formal experiment as the method of choice in psychology and a new rationale for the elimination from study of variables too complex or too insubstantial for operational definition and laboratory control and manipulation. This broad strategy rather completely dominated psychology as an academic discipline from the late 1930's to the late 1950's.

TABLE 2

UNDERGRADUATE BASE FOR PSYCHOLOGY IN ONTARIO

University	Full Course Equivalent Registrations			4th Year Honours Enrolments		
	1974-75	1975-76	1976-77	1974-75	1975-76	1976-77
Carleton	4360	5534	5485	54	61	51
Guelph	3941	3824	3847	33	38	31
Lakehead	1549	1519	1668	12	13	12
McMaster	3917	3831	3705	41	37	37
Ottawa	4016	5025	4728	-	68	81
Queen's	4220	4695	4640	33	32	37
Toronto	3779	3444	4325	27	27	30
Waterloo	3785	3538	3401	41	47	41
Western	5518	5721	6012	46	59	47
Wilfrid Laurier	3898	3268	3125	8	8	13
Windsor	3163	3630	2989	23	21	25
York	3868	4125	4544	46	62	64
Total	46014	48154	48469	375	473	439
Brock*	1882	1812	1650	51	34	25
Laurentian*	918	1032	1246	16	7	15
Trent*						
TOTAL	48814	50998	51365	442	514	479

*These universities do not have graduate programmes

NOTE: OISE has no undergraduate programme.

TABLE 3

GRADUATE ENROLMENT IN PSYCHOLOGY IN ONTARIO

1974-75 to 1976-77

University	Year	Master's		Doctoral	
		FT	PT	FT	PT
Carleton	1974-75	17	11	17	9
	1975-76	19	9	22	7
	1976-77	28	7	18	10
Guelph	1974-75	42	22	NO PROGRAMME	
	1975-76	43	18		
	1976-77	42	16		
Lakehead	1974-75	15	7	NO PROGRAMME	
	1975-76	15	4		
	1976-77	12	11		
McMaster	1974-75	12	1	33	5
	1975-76	18	-	30	9
	1976-77	12	3	36	4
Ottawa	1974-75	71	11	51	46
	1975-76	87	12	52	54
	1976-77	75	20	59	49
Queen's	1974-75	27	9	44	23
	1975-76	16	8	49	15
	1976-77	15	6	52	14
Toronto	1974-75	11	3	40	4
	1975-76	22	3	44	4
	1976-77	18	7	48	5
OISE	1974-75	21	17	108	45
	1975-76	39	14	103	57
	1976-77	31	19	113	71
Waterloo	1974-75	44	10	55	25
	1975-76	56	13	58	24
	1976-77	57	8	59	22
Western	1974-75	43	23	55	38
	1975-76	40	17	59	42
	1976-77	30	14	56	34
Wilfrid Laurier	1974-75	10	17	NO PROGRAMME	
	1975-76	11	11		
	1976-77	11	9		
Windsor	1974-75	29	12	49	18
	1975-76	24	10	50	16
	1976-77	29	4	42	19
York	1974-75	47	5	70	41
	1975-76	45	8	73	44
	1976-77	45	6	75	36
TOTAL	1974-75	375	148	536	254
	1975-76	413	127	562	272
	1976-77	382	130	581	264

TABLE 4

NUMBER OF GRADUATE DEGREES AWARDED IN PSYCHOLOGY

1974-75 to 1976-77

University	Year	Master's	Doctoral
Carleton	1974-75	9	3
	1975-76	8	-
	1976-77	12	6
Guelph	1974-75	26	NO PROGRAMME
	1975-76	18	
	1976-77	28	
Lakehead	1974-75	19	NO PROGRAMME
	1975-76	20	
	1976-77	10	
McMaster	1974-75	4	4
	1975-76	4	4
	1976-77	4	9
Ottawa	1974-75	20	12
	1975-76	32	15
	1976-77	25	9
Queen's	1974-75	10	15
	1975-76	12	8
	1976-77	9	7
Toronto	1974-75	22	9
	1975-76	13	5
	1976-77	21	5
OISE	1974-75	29	10
	1975-76	8	17
	1976-77	23	25
Waterloo	1974-75	36	8
	1975-76	18	5
	1976-77	22	9
Western	1974-75	21	11
	1975-76	35	9
	1976-77	23	20
Wilfrid Laurier	1974-75	8	NO PROGRAMME
	1975-76	5	
	1976-77	10	
Windsor	1974-75	26	13
	1975-76	18	13
	1976-77	17	8
York	1974-75	10	12
	1975-76	21	28
	1976-77	21	13
TOTAL	1974-75	240	97
	1975-76	212	104
	1976-77	225	111

TABLE 5

AGE DISTRIBUTION OF FULL TIME GRADUATE PSYCHOLOGY FACULTY IN ONTARIO

University	Assistant Professors					Associate Professors					Full Professors				
	<30	30-39	40-49	50-59	60+	<30	30-39	40-49	50-59	60+	<30	30-39	40-49	50-59	60+
Carleton		7				1	13	2	1				7	1	
Guelph	2	9	1				10	7	1				2	3	
Lakehead		5	1				2	2	1					3	
McMaster		4					9					3	5	4	
Ottawa	2	4	4				7		1			1	7	3	2
Queen's		5		1			10	4					5	4	
Toronto		3					18	6	2			2	5	4	
OISE	1	1					7	7					2	3	
Waterloo	1	3					10	6	1			2	13		1
Western	6	15					13	5	2			1	5	1	1
Wilfrid Laurier	1	2	2				3	2					2	1	
Windsor							9	4		1		1	7	8	1
York	1	9					25	10				1	6	11	
TOTAL	14	67	8	1		1	136	55	9	1		11	66	46	5
Brock	2	2					7			1			2		
Trent		2					4	5				1	1		

TABLE 6

NUMBER OF AWARDS HELD BY FULL TIME GRADUATE PSYCHOLOGY STUDENTS

1976-77

University	Type of Award					Total Number	Full-time Graduate Enrolment
	Canada Council	NRC Scholarship	OGF	University-Awarded	Others[1]		
Carleton	4	2	4	5	1	16	46
Guelph			2	5	1	8	42
Lakehead			3			3	12
McMaster	1	4	1	10	3	19	48
Ottawa	7		14		3	24	134
Queen's	14	5	3	17	8	47	67
Toronto	4	15	12	5	2	38	66
OISE	18		17			35	144
Waterloo	19	8	16	36	4	83	116
Western	5	5	8	5	4	27	86
Wilfrid Laurier			1			1	11
Windsor	3		10	18		31	71
York	11	5	12	3		31	120
TOTAL	86	44	103	104	26	363	963

[1] Includes other major externally-awarded scholarships, OMHF, CIDA, and foreign government support.

Following World War II, a powerful movement developed in psychology and especially in the United States - that of the definition of mental illness and the therapeutic intervention of professionals trained in clinical psychology. Though the roots of this movement lie far back in the origins of the so-called mental test, the burgeoning of this field added by far the largest single group of applied psychologists to the profession. The human-serving orientation of this group, coupled with the difficulties of research to the rigorous standards set by experimental psychologists, has led to a major continuing stress within the discipline. This strain is reflected in continuing debates within the national professional associations, and in demands placed upon training programmes and academic departments in which this training is located. The reservations which traditional academics held for applied psychology were extended to the new group of clinicians. The vast sums of government monies poured into university based training programmes in the United States in the 1950's and early 1960's gave a somewhat greater place to this form of applied psychology in a number of institutions. Such training grants certainly created a large body of psychologists who bring particular pressures to bear on academic training departments.

The effects of these developments in the United States were felt in Canada also, partly because so many American and American-trained psychologists entered the rapidly expanding Canadian universities, and partly because at that time mental health research funds were more readily available from American sources than from Canadian.[3] The image and expectations among Canadian psychologists for applied psychology, especially clinical, thus tended to outstrip national or provincial readiness to support them, or the universities' readiness to undertake research and training programmes. These lacunae have intensified the strain experienced in the rapid growth of Canadian psychology.

Likewise the impatience of clinicians with traditional patterns of academic training has increased demands in the United States, and now in Canada, for specialized training which may depart rather radically from traditional university patterns. We cannot here review the ramifications and respective merits of the polarities in this controversy. We do wish to point out that our bias overwhelmingly favours a scientifically based profession in which the psychologist is rigorously trained in methods of research and problem solving with secondary attention to mental health intervention procedures. The medical sciences and professions have gained very substantially from social scientists trained as researchers and problem solvers. Research training of clinicians helps to validate the procedures, indeed the entire working rationale, of the helping professions. Indeed, all the significant contributions to the theory and practice of applied psychology, as it can be demonstrated, have come from distinguished academics. Furthermore, we believe that any doctoral level training programme for clinical psychological services can gain credibility only in a highly respected academic setting, not in a free-standing setting nor in a college or university which has not established a highly respected academic tradition over a period of time.

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[3] Wright, Mary J., op cit., pp. 240f

This altogether incomplete review of the development of the discipline should serve to highlight its diversity and some of the stresses with which it must live. At the present, higher education appears to suffer from a loss of status in the public view, and certainly from the withdrawal of the handsome financial support of the 1950's and early 1960's. There are many forces directing that academic departments "go applied". In a measure, this redirection will be healthy, particularly as shifting interests and new research technologies, methodologies and strategies permit more powerful attacks on complex social issues. In the past we have promised society considerably more help in finding answers to pressing problems than we have been able to deliver. But we still find the compelling justification for our research in "improving the commonweal".

The Planning Assessment

Assumptions

We have approached our review of graduate programmes in Ontario with this set of beliefs: (1) that a psychologist at the doctoral level must have a basic grounding in experimental methodology and quantitative methods; (2) that applications of psychology are many and varied, and that the best and most innovative parts of applied psychology may come as well from persons with no applied training as from those whose degrees and backgrounds are in applied psychology; (3) that there is a subject matter and methods to be taught in applied psychology, implying that departments whose graduates are to work in applied settings will ordinarily need to be instructed, in part, by applied psychologists; and (4) that the future growth of psychology is outside academia, implying that all graduate programmes in the future must attend more to applications of psychological science.

An important factor in our reaction to each programme visited was the intradepartmental spirit that evidenced itself. A department of psychology is more than a collection of independent scholars, and more than an assembly of laboratories, classrooms, and observation stations. The education of the graduate student involves more than tutoring. In the ideal, the student becomes a professional by becoming a member of an inquiring intellectual group seized with a compulsion to know the nature of man, eager to find flaws in evidence, anxious to discuss with others the trial hypotheses and theoretical conceptions that arise from reading, observation, and research. That student is most fortunate who learns how scientists communicate, how they attract funds for support, how they persuade hard-headed managers to pay for their services. The habits of ready skepticism are not learned without the immersion in creative research studies that incorporate procedures for proving oneself wrong.

So our group probably has underrated some departments because, in the process of selling themselves to us, they have appeared too secure, too content, or too conservative. When our visits fell on snowy days, we may have reacted too much to unused laboratories and obviously dusty and unused rooms. When our hosts were sociable, we may have assumed erroneously that they had little to say of their own research and that of their students.

Still, we contend that one can discern differences on this variable, and that such differences are critical to the merit of graduate programmes. We argue that those programmes that arouse and excite the student, and that give ample opportunities for choices among fascinating intellectual activities of the faculty are those that will merit substantial investments by the Province. A well known faculty that has no such effects is tragic. When students complain about the problems that freedom of choice in research projects gives, our first question has been about the research work and the liveliness of the faculty.

This dimension, that of departmental spirit, undoubtedly reflects "university spirit" in part. These qualities, difficult to appraise in the quantitative terms psychologists prefer, are nevertheless real, and we found ourselves in very substantial agreement in discussing our observations on departmental spirit at particular universities. This dimension must be understood to pervade the judgments we made from the data collected by the procedures outlined below.

Procedures

The consultants' terms of reference (see Appendix D) have placed considerable demand on us, and we have attempted to fulfil them responsibly. As we saw our mission, it was to assess strengths and weaknesses of thirteen established graduate programmes and two proposed programmes which aspire to offer the master's degree.

To this end, in addition to statistical materials supplied by OCGS, we reviewed in all instances where they were attainable documents pertaining to the following:

Statements of departmental objectives and plans for future development

Statements of faculty tenure and promotion criteria and policies

Faculty curricula vitae

Statements of degree requirements and course descriptions

Information supplied to prospective graduate students

Manuals or handbooks issued to graduate students

Titles of PhD and master's theses for a five year period

Indications (where possible) of thesis publication

Financial support obtained for recent and current research

Evidence of current applications for funding for research

In many instances we were supplied with updated information at the time of our visits, and we are aware that changes, sometimes important ones, are pending. Our report has tried to take these into account, whenever they were brought to our attention.

We sought by appropriate interviews to secure information on:

Current research activities of faculty and students

Involvement in colloquia and meetings, both research reporting and professional activities

Collaboration with colleagues in own and other departments of psychology

Evidence of intellectual outreach and involvement with faculty in cognate departments and with specialties in related professions

Significant contributions to psychology as a profession as well as a science, and to the community at large

Attitudes of faculty toward (involvement with) their intellectual and research interests

Attitudes of students toward their departments and their personal programmes of study

Sources of difficulty experienced by students - support of research, accessibility of advisors and mentors, etc.

Governance of the department; sources of particular stresses and problems within the university

The status and regard of the department in its university

The university administration's outlook on the department's future

In addition to the above information we had available to us a report on the library holdings and services of each university prepared by Mrs. Frances Groen.[4] These reports, which we consider models of their kind, are summarized by Mrs. Groen in a separate addendum at the end of this report. In general, we found students in all programmes to be familiar with and using their library resources.

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[4] OCGS is exploring with the Office of Library Coordination ways of utilizing the complete library reports.

We established a pattern for our visits which was followed in most instances:

Initial visit with department head

Interviews with selected faculty members and tours of facilities

Interviews with students

Interviews with central administration - Graduate Dean, Faculty Dean, relevant Budget Officer and in many instances an appropriate representative from the Principal's or President's office

A final visit with the department head

This procedure has some obvious defects. It was necessarily hurried. Some visits were less productive than others because of variations in the agenda and differences in preparation of the various faculty members. Sometimes important persons were unavailable, or on leave. Differences among departments' interpretations of the Discipline Group's outline of primary and secondary subspecialty areas needed to be clarified. Yet, we would affirm from our earlier experiences with similar appraisal techniques, as well as from the Ontario reviews, that the essentials of a programme rather quickly become evident. The crucial evidence for assessment is generally found in the paper material assembled and reviewed in advance; visits sometimes corrected, more often confirmed what was manifest in the record. One of the chief values of an assessment such as is here reported is in the self-searching each faculty group undertakes and in the new understandings and perspectives which result. Obviously departments should continue such self-scrutiny and evaluation. Where weaknesses are identified and found to be valid, there are two courses of action available: strengthen the weakness by whatever allocation of resources can be managed, or re-define the goals of the department to maximize existing strengths.

The Present Status of Ontario Psychology

One cannot visit the graduate programmes in psychology at the universities in the Province of Ontario without being impressed with a number of things:

First, the overall quality of the programmes is very high. The majority of them are of a caliber that compares favourably with universities in strong and distinguished groups in the most recent rating of American universities. The universities of Ontario also will hold their own in comparison with those in the other Canadian provinces and the United Kingdom.

Second, there is great diversity in the special strengths represented in the several universities. Although it is important for the broad spectrum of psychology to be represented in every programme, as it is in Ontario, it is reassuring to find that the very greatest strengths are different in different departments. Even where we have found more than one university to be strong or outstanding in the same area, the details of the programmes are quite different. We see no reason at all for official nervousness about duplication of programmes.

In this general connection, we believe that we should comment on one of the expectations expressed in the 1977-78 Annual Report of the Ontario Council on University Affairs (77-VII, pp. 55-62): "that some existing duplication will be eliminated during the first quinquennium." Implementation of such a policy should be approached with great caution in psychology. The demand for training in some areas of psychology (clinical, counselling, school and other aspects of applied psychology) remains very strong. The demand is so strong, in fact, that eliminating duplicate programmes and crowding all of the students who eventually make their careers in such areas, into one or two programmes would guarantee their receiving inadequate training. A part of the same point is that these applied offerings must be supported by course work in the other areas of psychology. Every programme must have faculty in these areas.

Still on the same topic we note that, although enrolments in psychology are no longer growing as rapidly as they did a few years ago, they remain among the two or three highest in every university in the Province. This means that a certain amount of duplication is inevitable if these undergraduate programmes are to be respectable ones. Since graduate programmes depend for their existence in part upon the requirements of undergraduate programmes, this will make some duplication in the graduate programmes necessary.

Third, there is also considerable diversity in the system which enters by way of the levels of training provided in the different universities. Although all of the universities that offer undergraduate work are understood to have good undergraduate programmes, the two universities without graduate programmes do an especially outstanding job of undergraduate instruction.

The honours programmes in these universities have many of the features of graduate education. Contact between faculty members and undergraduate students is close. The students receive an excellent exposure to the values and operating procedures of professional and scientific psychology. They come away from these programmes well prepared to undertake graduate study in psychology if they choose to do so.[5]

Similar overall evaluations apply to the master's level programmes but in a different way. These latter programmes are producing graduates who are trained in applied skills that are in demand in the Province. They are also turning out students who go on to PhD programmes and do well in them.

Concentrations of Excellence

In this section we wish to indicate the universities that seem to us to be particularly strong in several important areas of psychology. In our attempt to do so we have employed a somewhat more finely differentiated set of categories than the life, social, and applied psychology classification with which we began. One reason for this is that we have used what seem to us to represent the specialties that, as a matter of fact, exist in the Province. The categories are empirical rather than a priori. While they may not represent all of the precise areas of training offered in every university, we believe that they catch most of them and, at the same time, provide a degree of detail that allows us to recognize truly outstanding activities. A broader set of categories would find areas of exceptional strength losing visibility as they were averaged in with other weaker aspects of these programmes. More precise specification would become too cumbersome and complex.

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[5] These statements are based upon the materials submitted by Brock University and Trent University, as well as upon visits to these institutions. A description of the faculty and the programme at Laurentian University which the consultants did not visit, suggests that similar positive evaluations probably apply there.

Table 7 on page A-25 lists the programmes that we believe to be *outstanding* and *strong* in various special areas. The list includes master's as well as PhD programmes. The former, listed with an asterisk, are rated as outstanding or strong in comparison with other programmes at that level.

However imperfect, this table serves to make several important points:

1. One hears a great deal these days about a concept of critical mass that is allegedly required to produce a situation of excellence in any area. We wish to note that this critical mass is provided in two or three places in Ontario by a single outstanding individual.
2. Outstanding strength in Ontario is almost completely confined to the traditional heartland areas of psychology. Except for clinical psychology, the other specialties are, at best, strong with only one or two exceptions.

TABLE 7

CONCENTRATIONS OF STRENGTH OF GRADUATE PSYCHOLOGY PROGRAMMES IN ONTARIO

	Outstanding	Strong
Biological various specialties		Carleton, McMaster, Queen's, Toronto, Western
Animal learning and behaviour	Guelph*, McMaster	Lakehead*, Queen's, Toronto
Human learning and memory	Toronto, Western	McMaster, Queen's
Information processing and perception	McMaster, Queen's Toronto, York	Waterloo, Western
Developmental psychology	Guelph*	Carleton, McMaster, Queen's, Toronto, Waterloo, Western, Windsor, York
Social psychology	Waterloo	Carleton, McMaster, Toronto, Wilfrid Laurier*
Quantitative psychology		McMaster, OISE, Queen's, Western
Theoretical psychology, history, systems	Toronto, Western	Carleton, Queen's, York
Experimental psychopathology, personality		Queen's, Waterloo, Western
Educational psychology	OISE	
School psychology		OISE
Applied psychology		Carleton, Guelph*, McMaster, OISE, Waterloo
Clinical psychology	OISE, Queen's, Waterloo	Lakehead*, York
Counselling psychology	OISE, York	Ottawa

* MA programmes only.

Note: Universities are listed alphabetically.

There are two comments to make about this state of affairs. The first is that it is much to be preferred to the other way round. The topics of learning, perception, memory, and the like are in a sense basic. Although it is possible, as in the case of OISE, to develop independent special concentrations of excellence, the chances of creating and maintaining strength in such special areas are better when they rest on a foundation of more basic work. The second point is that applied work in areas other than clinical is beginning to develop in Ontario. The current job situation is moving most of the offerings in life and social science psychology toward application to a degree. Many of them appear to be off to very good starts.

3. By the standards set by the very large and active laboratories elsewhere in the world, biological psychology has failed to develop outstanding strength. Although five programmes in the Province have strong representations in this area, none of them yet comes up to the standards set by Chicago, Pennsylvania, Duke, Rochester, California at Irvine, UCLA, Colorado or (at one time at least) McGill. The physical laboratories necessary to develop outstanding research in biological psychology exist in Ontario, most notably at Waterloo.

An area of biological psychology on which the consultants' evidence may be incomplete is that of animal behaviour (ethology). If there are outstanding or strong offerings in this area of psychology in the Province, they did not surface in the materials available to us. This may mean that the provincial strengths in this area are in departments of zoology; it may mean that they are lacking; it may just mean that we missed them.[6]

4. Strength in social psychology is just beginning to develop in the Province. This may actually be a plus. Although social psychology in Ontario is not yet outstanding, except at Waterloo, we can hope that it will not have to relive the recent soul-searching history of American experimental-social psychology in order to become outstanding.

5. The greatest latent strength in the Province appears to be in the area of developmental psychology. More than half of the PhD granting institutions in Ontario have developmental specializations that we have rated strong. Some of them verge on outstanding. Good continued support can quickly promote some of them (e.g., Western, Waterloo) into the outstanding category.

6. Although the table does not show it clearly, applied psychology in the Province is very scattered. Clinical and counselling are

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[6] We certainly missed one at McMaster where this specialization is at least strong according to information obtained after this draft was prepared.

strong, but educational and school psychology exist only at OISE. There are small offerings in applied social, developmental, biological, and experimental psychology located in several universities. There are only token representations of the traditional applied field of industrial-organizational psychology and the newly emerging one of environmental psychology.

7. As was the case in biological psychology, by the standards set by the very best programmes in North America, the Province has failed to develop outstanding strength in quantitative psychology and methodology. There is no offering in this important field to match those at Carnegie-Mellon, the Rockefeller University or Stanford. The level of quantitative skill and the extent of application in the Province are very high and the beginnings of strong discrete specializations exist at Queen's and Western. Such a development should be encouraged.

8. The lumping together of activities in the table hides the diversity mentioned earlier. What constitutes excellence in clinical psychology at OISE, Queen's, and Waterloo is very different from place to place. The same is true of the other specialties.

Degrees of Excellence

In spite of the general excellence of the programmes in the

Province, and in spite of the diversity just described, the consultants discovered that they had come away from the Ontario adventure with overall evaluations of the programmes on which there was remarkable agreement. In arriving at these evaluations we took into account objective data and our own impressions in the following areas:

1. Faculty productivity. We took cognizance here, not only of the level of such productivity indicated in the objective material available to us, but also of its quality. We supplemented such evidence with such things as support in the form of externally awarded grants and the frequency of publication in journals with the very highest standards.

2. Impact of Faculty Scholarship upon the Science and Profession of Psychology. This criterion gives special weight to the contributions of the innovators and the leaders in the field and takes into account such matters as citation frequencies. Many of the Ontario universities have such leaders whom we recognize from our familiarity with the field. On this basis we were able to make discriminations among the contributions of individuals who might conceivably be identical on more objective indices.

3. Balance in the Programme. In general we took the position that breadth was desirable. At the same time, however, there is a degree of breadth that is so scattered as to leave a department without properly focussed programmes. This we counted as a nega-

tive factor. It interferes both with the training of the students and with the coherence of faculty research. In our estimation, appropriate balance involves strong and enduring research in a variety of areas, supported by appropriate strength in other related areas.

4. Practicum Facilities. These facilities took on importance chiefly in terms of the applied area. We considered quality of supervision as a part of our evaluation.

5. Departmental Leadership. Here we paid attention to such matters as the style of the departmental chairperson, the extent to which scholarly and professional values affected the awarding of salary increases and tenure and the extent to which mechanisms existed for planning to meet the developments of the next decade.

6. Facilities. These included physical space, technical personnel, and support from the central administration of the university.

7. Students. All of the programmes appeared to have attracted students of superior strength. Without more data, we could not make comparative judgments on such things as scientific and, professional potential and quality of the students' preparation. What we could judge, however, was the extent to which the students displayed satisfaction with their situations and enthusiasm for the objectives of their programmes. We were also sensitive to the degree to which the departments had been able to achieve a balance

between independence and freedom for the students on the one hand and guidance and a sense of scholarly or professional mission on the other.

8. Service of the Programme to Students. This leads us finally to a criterion to which all of the previous contribute: the extent to which the programme of training serves the professional needs of the student, the extent to which the programme appeared to succeed in turning students into professionals. In this category we included such things as what the students knew about psychology elsewhere in the world, the degree of their acquaintance with professional organizations in the field, their participation in professional meetings and their interactions with colleagues in other universities.

Using these criteria we began by constructing an overall ranking of the PhD granting departments in Ontario. This ranking, along with materials to indicate why individual departments ranked where they did, were submitted to the departments for comment. The reactions obtained in this way were very useful. They called attention to oversights and misperceptions on our part. They also elicited information on developments that occurred after our visits to the universities.

With these materials at hand we attempted to make new rankings, using various combinations of our criteria. The results always came out much the same but tended to emphasize the great similarity in quality of those that received adjacent ranks. Thus, instead of a ranking we now offer ratings of the PhD departments in four categories: outstanding, strong, good and adequate.

The bases for these judgments are to be found partly in the materials presented in table 7 on page A-25. Some will emerge from departmental introspection on how our criteria would have applied in various departmental contexts. But most importantly, they will reveal themselves in the evaluations of individual programmes that appear later in this report. These estimates of departmental quality are incorporated in the reports on individual departments which appear in pages A-48 to A-147.

Bachelor's and Master's Programmes

The two bachelor's programmes without accompanying graduate programmes, at Brock and Trent, are excellent and, in the consultants' opinions, should continue playing their present roles for the time being. Planning for graduate work in the future should continue, however. The faculties of these two universities have the competence and the expertise to move into graduate work. The time may very well come when developments in the Province or in psychology will warrant a move into graduate training. At the present time, however, it is difficult to demonstrate the existence of need for any new master's programme save for the limited programme proposed for Trent.

The consultants did not visit Laurentian University, and therefore are unwilling to make any comments on the undergraduate work there. From our review of other graduate programmes in the Province, we would see little imminent need for the establishment of another programme in psychology at the post-baccalaureate level at Laurentian.[7] (There is an obvious demand for a master's programme since Central Michigan enrols 60 such students in Sudbury.)

The consultants applaud the imaginative master's programmes that have been developed in the Province, both in those institutions that award doctoral degrees, and in those that do not. The programmes educate persons at appropriate levels for employment, and with sufficient rigour to enable the more ambitious and able to continue to the doctorate. These programmes meet the pragmatic test that their graduates are employable; we saw little evidence of students being led to believe that such preparation was sufficient for professional status.

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[7] Laurentian has proposed the offering of a multidisciplinary programme in child and development studies. The consultants were not asked to include this proposal in the review of psychology in the Province.

The preparation of professional psychologists with but the master's degree is widely regarded as mischievous by established psychologists in the United States and Canada. If psychology as a profession is to develop appropriately, its practitioners must be well trained at the doctoral level, be qualified to practice independently, and be sufficiently grounded in basic psychology to provide an adequate basis for a lifetime of growth. Such principles are cited to argue that, even if well trained, persons with only the master's degree cannot be considered to be psychologists.

Yet persons without doctorates are members of psychological associations, and are employed in settings where they perform psychological services. In 1957, it was estimated that twice as many non-doctorates were engaged in psychological work in the U.S. as were doctorates. Some evidence suggests that there is a great need for such persons, and that they promote the marketability of doctoral psychologists.

The master's programmes we have reviewed in Ontario, including the ones that are proposed, have seemed to us fully meritorious, and devoid of the errors that have led to negative opinions about master's degree professionals. The programmes have well defined purposes. They are selective, and rigorous. They place emphasis on skills in quantitative analysis. They assume, in general, an excellent basis of psychological study prior to admission. The graduates are at the moment easily employable. The students seem to know what their status would be without further education, and, as a result, divide appropriately into those who plan to go on for the doctorate, and those who will seek employment immediately upon the completion of the master's degree. We find this a healthy and promising development.

In the three master's programmes without accompanying doctoral programmes a clear ranking exists, and the differences in strength between adjacent universities are substantial. The ranking is Guelph, Lakehead, and Wilfrid Laurier.

The applied offering in child psychology at Guelph verges on being outstanding even in the company of PhD granting programmes. There are also strong offerings in animal learning, psychopharmacology, and applied social-community psychology. The training in psychometrics and applied social-community at Lakehead is adequate and serves an important regional need. The programme covering applied social-community and developmental psychology at Wilfrid Laurier is also adequate. It suffers, however, from the lack of a sense of direction in the department.

Library Resources

As stated earlier and noted in the procedures (Appendix D), the evaluation of the library resources for graduate studies in psychology was undertaken by a library advisor whose summary report on the overall situation in the Province is incorporated as a separate addendum at the end of this report.

The Next Decade

How shall the strengths of graduate programmes in psychology in Ontario be maintained and augmented during the next decade? The future will bring reduced opportunities for academic employment for PhD psychologists, associated with declining undergraduate enrolments and a lessened willingness of provincial authorities to invest heavily in higher education. Today there is no unemployment for doctoral psychologists: will there be tomorrow? What plans, what adaptations, what reductions or increases need to be made in graduate programmes? What advice or cautions must be given to the continuing numbers of students who express strong desires for graduate study in psychology?

Today a faculty of about 420 full-time persons in thirteen institutions is instructing about 1,000 full-time graduate students and about 400 part-time graduate students (table 3, A-7). Over half of the graduate students are enrolled in doctoral programmes. Last year, about 250 students were newly enrolled in graduate programmes.

The departments of psychology in the Province in 1977 projected a small increase in faculty sizes during the next several years and about a 20 percent increase in the number of graduate students. Today these increases seem unlikely, as departments now recognize. Academe, which has been employing half of the PhD crop, will in the future employ less than 25 percent, if current graduate enrolments are sustained, perhaps a lot less than 25 percent. The average age of faculty in psychology in Canada is about 42; 79 percent of Ontario psychology faculty is tenured; 85 percent is below age 50; only six psychology professors in the entire Province will reach age 65 during the next five years (table 5, page A-9). And it is expected that overall undergraduate enrolments will decrease, so that total faculty sizes are very unlikely to increase.

What useful future employment attracts these new graduate students into psychology? Do they mistakenly think that they, too, can become faculty members, or research scientists in the academic community? Our conversations with students were reassuring: (1) they see no unemployment of psychologists today; (2) they see little opportunity for teaching positions save for the very good and the very lucky; (3) they see the broader usefulness of their training in other parts of the economy; (4) they see the need to broaden and expand their capabilities beyond one specialty in order to increase their options; and (5) they appear in general to be of such ability as to assure some measure of career achievement regardless of what the future brings.

Optimism, however, cannot substitute for careful attention to evidence. There is a failure in some parts of Ontario graduate education in psychology to attend to realities. The illusion that growth in size can be used to solve problems of quality still persists. Carrying out the planned expansion will make adaptation to the realities of reduced job markets, reduced university support levels, and reduced enrolments all the harder to achieve at a later time. It may be that options that are not exceedingly painful to exercise now will not be possible later. That constriction in programmes will be mandated later seems obvious to all of this class of observers. We believe, therefore, in general:

1. that overall, fewer new students should be admitted to grad-

uate programmes in the Province;

2. that reductions in student enrolments and in faculty size should occur in weaker programmes or parts of programmes in order to insure that stronger ones remain strong;

3. that new programmes be avoided unless resources to support them are secure;

4. that higher priority be given to programmes that prepare students for useful careers outside of academia; and

5. that departments of psychology reaffirm their commitment to the teaching of psychology to undergraduates as an essential part of their liberal education, as a rigorous science that can be of great social usefulness, and as a part of assurance that one basis for support of academic psychology remains firm.

Equal attention to planning for the next decade is required in all departments, but decisions must vary. Ontario has assembled in a remarkably short time a number of distinguished programmes that require no justification. The preservation of programmes representing all of the best of psychology is essential for the development of psychological science and its applications over the long term. To adapt to smaller scale and new objectives without impairing these programmes is not at all impossible. Part of the decision-making must be made in opposition to self-interest on some campuses, since we understand that institutional income will reduce when size and scope of graduate programmes are reduced. Our earlier evaluations are intended to provide guidance for this task.

The recruitment of well qualified students for graduate study in psychology must remain a high priority for psychology, with emphasis on quality, not quantity. Able students should not be discouraged from selecting careers in psychology because of a short-sighted or overly pessimistic view of prospects. But those doctoral students who are not among the best should not be led to expect that academic careers are possible for them, or that their ambitions to become top-flight professionals will be easily realized. An honest appraisal of the future suggests that psychology is as good a field to enter as any other academic field, and better than most.

The message for students who will attain only a master's degree is harder to state. Jobs will be available, but not at the level of responsibility and professional standing to satisfy most. Ahead are obvious conflicts between MA level persons and the PhD professionals in Ontario. The wise and able student should aspire to the PhD. Yet society will be ill served, and many young persons will lead diminished lives if we cut off opportunities for training at the master's level in psychology. Proposed legislation in the Province, with its attendant publicity, should not be permitted to lead to premature closure of master's programmes in psychology.

In addition, we wish to call attention to two developments in the application of psychology which we believe will serve well the Province's social needs in the future. In some respects they illustrate very well our point that the most hopeful developments in psychology may lie in its use outside academia. In the Ontario Institute for Studies in Education the Province possesses a resource which is unique in North America. In a time when education is being critically evaluated at all levels, a center which combines graduate education with the research and development function is extremely valuable. Through its nine regional centers its potential for dissemination of information and ideas is very considerable, in addition to enlarging the research possibilities beyond the Toronto area. That well established research scholars are willing to work for a time as directors of these centers strengthens both the research and development components of the Institute's programme.

Secondly, while there are many institutions turning out child-care workers of many types, very few offer broad training in psychology at a high level, appropriate for professional leaders as distinct from academics and researchers. Carleton, Waterloo and Western universities are among the few in North America which see this need and are preparing to produce scientifically trained professionals at the PhD level who will work as administrators, programme directors, academicians and researchers in nursery schools, child-care centers and agencies, and the like.

Recommendations

This brief look at the past, present and future of psychology in Ontario provides the basis for a set of ten recommendations which we have constructed with three goals in mind: to maintain excellence where excellence exists, to create excellence where it has not yet been achieved and to meet the challenges which we think psychology must face in the rest of this century.

Some of the special programmes in psychology in Ontario are among the finest in the world. If this status is to continue, it will be important to face a primitive statistical fact: anything that limits the pool of talent from which new faculty and students are drawn reduces quality by excluding some of the very best.

Recommendation 1

> We recommend that restrictions based on national origin should be abandoned.

A part of the excellence of psychology in Ontario derives from a specialization in levels of training. This specialization should be preserved. The problems of, and procedures appropriate to, training at the BA, MA and PhD levels differ. We urge caution in moving from one level of training to another, because this is apt to mean a shift from excellence at one level to mediocrity at a higher level. A few exceptions exist and we have called attention to them in the body of our report.

Recommendation 2

> We recommend caution in moving from one level of training to another except in those cases specifically noted in the university recommendations.

Duplication of programmes is not a problem in graduate studies in psychology in Ontario.

Recommendation 3

> We recommend against the elimination of graduate programmes on the basis of duplication.

Specialization in substantive strengths in the different departments in the Province is a strong positive feature of the situation in Ontario psychology. It should be maintained, and even perhaps increased, in the interest of economy.

Recommendation 4

> We recommend that strength should be added to current strength with the proviso, however, that supporting strengths should exist in all programmes in the interest of breadth of training.

Prospective students should be informed of the specialized strengths across the Province. For this purpose the preparation and periodic updating of a brochure that describes the various programmes in the Province would be extremely helpful. Also, since this brochure will fall into the hands of high school students considering undergraduate schools, Brock, Laurentian and Trent should be included.

Recommendation 5

> We recommend that a brochure should be prepared describing for prospective students the level, orientation and special strengths of the offerings in psychology across the Province.

There is considerable variation in the way the different departments run their programmes. Some are quite innovative and every department should profit from the experience of others.

Recommendation 6

> We recommend that the Discipline Group turn its attention to a sharing of experiences with this variety of educational procedures.

The programmes that we have rated as less than outstanding should receive the support required to develop their unique strengths more fully. As the table on page A-25 shows, every one of them (both PhD programmes and master's programmes) has such strengths.

Recommendation 7

> We recommend that existing strengths should be nourished by the provision of additional faculty and facilities.

For the rest of this century the most substantial developments in psychology will be in applied directions. This will require educational innovation designed to provide more students with applied experience. Among these innovations should be the selective introduction of programmes leading to the Doctor of Psychology degree. These programmes should train students in the skills required to provide and evaluate professional services. They should be distinct from the PhD programmes, and not just watered-down versions of them.

Recommendation 8

> We recommend that existing activities in the application of psychology be encouraged and that where the necessary strength has developed, careful consideration should be given to the introduction of the PsyD degree.

Nowhere in the Province is there representation of doctoral preparation in industrial and organizational psychology. This specialty is becoming of increasing importance elsewhere, and shows signs of flourishing even more. This area of applied psychology uses the subject matter of the entire discipline, with emphasis on experimental psychology, social psychology and quantitative psychology. Persons with PhDs in this area are in great demand, and command high salaries.

Recommendation 9

> We recommend that one university in the Province be authorized to inaugurate a PhD programme in industrial-organizational psychology.

All of psychology has developed an increased dependence upon quantitative methods and methodology, to the point where quantitative psychology is now a recognized area of specialization. As noted earlier, this specialty is not strongly represented in the Province.

Recommendation 10

We recommend that one university in the Province be authorized to develop a PhD programme in quantitative psychology.

PART TWO

THE UNIVERSITIES

Brock University

The department of psychology at Brock has developed a fine reputation in the area of undergraduate education. Primarily drawing students from the nearby community until recently, it has now begun to attract students from a distance. One important element in this excellent programme is honours work which involves good research experience. Another important component is teaching experience which fourth year students gain as discussion leaders in seminars associated with the introductory course. As a result of their undergraduate training, Brock students have done very well as graduate students in other universities.

This excellent undergraduate programme has kept a good many of the faculty at Brock active in research. Although there is only one person who currently publishes at a heavy rate, almost all have at least some published materials. It is against this background that the notion of inaugurating a graduate programme has taken form.

It is important to say at the outset that well formulated plans for a graduate programme at Brock do not exist. This is because the faculty at Brock are not fully convinced of the desirability of launching such a programme. Three factors dictate such a position: (1) there is strong doubt among the faculty that appropriate support will be available for a graduate programme; (2) the faculty fear that starting graduate work would detract from the quality of the undergraduate programme; and (3) they realize that the running of a graduate programme would add greatly to their work.

These three factors have led to more resistance to the concept of graduate education at Brock than anyone on the psychology faculty appears to recognize. The position taken by everyone we talked to - with only one exception - was that "the department is split on this issue but I, personally, am against going into graduate training." For the time being this seems to make the proposal for graduate work entirely academic (what else?).

If a master's programme were to be set up at Brock it would have the following features. It would require: (1) a thesis; and (2) more than the minimum number of courses presently contemplated, probably a year of general psychology plus some work in quantitative. The most probable research areas for master's work would be in: (1) developmental; and (2) neuropsychology. In short, the plan is for a master's in general psychology with some specialization.

It appears that a need for additional training exists in the local area. The potential candidates for admission to the programme are people with jobs in the community who could upgrade themselves by obtaining an advanced degree. Presumably the majority of the graduate students would be such individuals enrolled on a part-time basis. The plan would be to admit 6-10 additional full-time students per year.

There is no doubt that the present faculty are capable of directing the work of graduate students. At the same time, however, they are already overworked - carrying an average of 9.2 credit hours of instruction. This means that the size of the faculty would have to be increased if a graduate programme in psychology were to be set up at Brock. Estimates were that 2-5 people would have to be added. We think that the higher numbers are more realistic.

There would also have to be increases in space, physical support and technical personnel. As mentioned earlier the faculty as a group fear that support at the required level would not be forthcoming. One member expressed his worst fears in these terms: "They'll probably give us an MA programme, $10,000 in support and one new faculty member. All that would do would be to ruin the honours programme."

The psychology faculty at Brock have the skills required to do training at the MA level. Moreover, a need for such training exists. At the present time, however, such training should not begin because:

1. most of the faculty are against it,
2. it would be expensive, requiring new faculty, added space, more equipment and more support personnel, and
3. most of the faculty have had no experience in graduate training except as graduate students.

Recommendation 11

> We recommend that Brock University not proceed to develop a master's programme in psychology at this time.

Although we recommend against beginning graduate work at this time, the department at Brock should probably continue to think in terms of starting an MA programme sometime in the future. If there are ways to keep their options open they should do so.

Carleton University

Carleton University, one of the universities established from the ground up since World War II, has consistently emphasized science and research in its graduate psychology programmes. There is among the faculty, a growing awareness of the need to engage real life problems and issues of social relevance; indeed we noted at Carleton as much realistic and effective shift of research concerns to such problems, without abandoning a sound orientation to basic science, as at any other institution in the Province.

There are a number of major strengths in the programme at present. The life sciences area is represented by competent faculty and sound instruction. Special strength appears in physiological psychology. Related to this area there are emerging activities in biopsychology, in brain research, and in the biochemistry of behaviour which show real promise. Likewise, the planned specialization in developmental biopsychology and a greater emphasis on neuropsychology are worthy of support, as they are soundly conceived and adequately based in present offerings. Cognitive psychology and animal learning are adequately represented in the department, and in these two areas several of the faculty are effectively addressing the issue of social relevance and application in their research. There may be a problem in the long run in keeping these areas viable, as in these areas there are few students and level of research output is relatively low.

The history of psychology offering is one of two such in North America and certainly should continue. In this, as in some other areas of the department, there seems to be a distressing lack of communication with cognate disciplines and areas in the University.

Another area of potential strength, just beginning to be explored by the faculty at Carleton is the many opportunities for internships, exploiting a wide variety of psychological skills and applications, in the Ottawa area. The proposed addition of public affairs psychology can advantageously utilize this potential.

The growing rapprochement of developmental and social psychologists represents another potential strength, particularly if this trend interacts and perhaps integrates in appropriate ways with the activity in developmental biopsychology. Such may perhaps occur in the new lab for sleep research, which appears as a focus of genuine faculty-student enthusiasm and excitement in the department, for on the whole, the department appears to operate at a modest level of enthusiasm and involvement. People are doing competent work, but neither faculty nor students convey the sense of excitement we expected here and which is found in a number of other departments.

A final area of strength is the splendid preschool laboratory which is now very effectively used to give undergraduate students knowledge and skill in work with young children, a great desideratum as a foundation for effective research and advanced professional training in developmental psychology. Graduate students coming to Carleton without such prior experience should certainly be encouraged to get such early training in their graduate work for, as has often been noted, professionals in developmental psychology trained at a high level without such early practical contact quickly reveal this deficiency in their later research and teaching.

The present faculty can with expected augmentation develop a very strong offering in the psychology of early childhood, with particular reference to child-care and early childhood education. Such an offering could quickly become one of the most outstanding of its type in North America. The closest attention should be given to coordinating this activity with the concerns of the new College of Continuing Education; the early childhood field is a "natural" for collaboration in outreach to the community in an area of great current public interest.

Among the proposed directions for future development at Carleton, the work in biopsychology and psychoneurology, as has been noted, is soundly based and if given adequate support in space and equipment (which they do not now have) should move forward effectively. The proposed addition of public affairs psychology should be very carefully considered; the University is well situated to make a most effective contribution in this area to the Province and, indeed, to the nation. The consultants believe, however, that the proposal has not been sufficiently broadly conceived and thought through. Presently, its planning exhibits too little awareness of potential contributions from other areas in the University. Indeed, if carried out as presently conceived, it will require some significant changes in the department's present PhD requirements, a point not sufficiently considered in present planning.

There was uniform praise from students for the present required graduate course in statistics; indeed this course was the one experience to which students consistently pointed as integrative and high quality. In the consultants' opinion, however, there is need for more work in quantitative methods, in research design and in computer analysis.

Issues which the department must face as present or potential problems include the following:

1. Keeping alive sound activities in cognition and animal learning in a period when student interests in these areas may be declining, in order to have a balanced programme when enrolments and hopefully

the fortunes of higher education improve in another twenty years.

2. Finding adequate support for student research, and increasing grant support for faculty research.

3. Gaining more space and equipment - Carleton appears to be "hurting" in these respects for the scope of the programme attempted, more than any psychology department in Ontario.

4. Improving the sense of community in the department. Faculty should be more aware of each other's work. Offices and research spaces are rather badly scattered and in some cases are isolated. A reiterated complaint was lack of faculty-student and student-student communication. There is no common room and there are no common seminars. In the student sessions which the consultants held it was very clear that very few students knew each other by name; certainly they did not know each other's interests and problems. Students appear not to know departmental procedures and sources of help and guidance. Indeed, on more than one occasion, from different students, we heard complaints of failure to receive information of procedural and programme changes. In all fairness, we must acknowledge some faculty awareness of this problem and recent administrative steps to improve the flow of procedural information to students.

5. Developing a greater "sense of university". In discussing their research and scholarly interests the faculty gave little evidence of interaction with cognate disciplines and faculties at

Carleton. They appeared rather insular in contrast with certain other departments in the Province. Students likewise do not look outside their department to other University facilities and resources; indeed, as indicated earlier, students become isolated within the department itself. Possibly this deficiency within the psychology faculty merely reflects a widespread condition within the University - lack of a sense of "the universe of knowledge" - we cannot speak as to this.

6. Enhancing faculty motivation. The department is well run. Most of the actual management rests in the hands of two committees, one on graduate affairs and one on undergraduate affairs; members, including junior faculty, rotate. The chairman of the department has made valiant efforts to recognize contributions and to even out responsibilities, increasing the teaching loads of people who are not productive in scholarship. She has not been able to reward excellence in research by merit increases in salary, being frustrated by the existence of strong collectivism. The faculty are all clearly competent individuals, many of whom are only moderately involved in their research and teaching. Serious attention must be given to rewarding intense, productive, intellectual engagement with the science.

In summary, the consultants found Carleton particularly strong in biological psychology, in social psychology, in developmental psychology, in history of psychology, and in applied psychology. The present enrolment level of master's and doctoral students is appropriate to departmental size and should in all probability not be increased especially in view of the heavy undergraduate enrolments. The department's plans as currently stated are soundly based and to us appear to serve well the Province's needs now and in the near future. We rate the overall doctoral programme as good.

Recommendation 12

We recommend that Carleton University

a) continue to offer its master's and doctoral programmes in psychology in those areas indicated in the text as strong,

b) make a concerted effort to provide additional space and equipment to strengthen the work in biopsychology, developmental biopsychology, and neuropsychology,

c) reconsider its plan to offer public affairs psychology until it has had an opportunity to examine the potential contributions of other sectors of the University, and

d) give serious attention to the problem areas outlined at the end of the discussion.

University of Guelph

At present the psychology faculty at Guelph is training students at the MA level. Some of these students remain at Guelph for only a year and then move on to PhD granting institutions elsewhere. Others stay for about the same amount of time and then leave for applied positions. The programme is excellent and this has led some faculty to favour the development of a PhD programme. This would keep students there longer as a source of stimulation and as colleagues in research. It should be mentioned at once, however, that this aspiration is not universal among the faculty.

The life science psychology faculty at Guelph are well trained and many of them have made contributions to the literature in experimental psychology. The younger members of this group who represent the department's future, are just coming into their own. Several of them are quite active in research. This faculty is providing training that is, at least, very good.

Whatever turn graduate education takes at Guelph, life science psychology should be continued. The subject matter represents the heartland of psychology and no strong specialized (e.g. applied) offering can exist without it. If students are to be trained in applied psychology, they need something to apply. The knowledge and methods of traditional life science psychology are the strongest candidates for this role.

Some of the life science psychology faculty at Guelph have already turned their research in an applied direction. These areas of application include drug and alcohol abuse, human factors (automobile driving), the psychology of eye-witness testimony, territoriality, and reading. These emphases represent a potentially unique development and should be encouraged.

The faculty in developmental and applied child psychology are for the most part quite young, energetic, and creative. They see correctly that a major problem at the University is that of building credibility through solid research. The junior more than the senior faculty seem to be engaged vigorously in research of various kinds. More importantly, however, this junior faculty has developed a remarkably fine applied child psychology offering which appears to be filling social needs, as graduates readily find employment. Reportedly they give satisfaction wherever they are placed. The strength of this training is particularly to be found in the series of practicums which the students enter after their first semester. The faculty is to be commended for spending the time required to win the support of a variety of agencies, to develop practicum opportunities, to provide the supervision necessary to the success of such an operation.

The students speak appreciatively of the accessibility and support of faculty and of their preparation, in terms of basic theory and practical guidance on matters of ethics, public relations, professional behaviour and the like, afforded in their preparatory courses. An effort is made to help students interpret, evaluate and integrate their practicum placements. At least two of the faculty have developed collaborative research with colleagues in other universities, another strong point. Several have developed cordial relations with the Department of Family Studies in the University, which affords entry to the pre-school laboratory, another essential feature of a good developmental programme.

Among the less fortunate aspects of the situation at Guelph is the geographic dispersion of many of the practicum placements, the intense, compact character of the course work, the trimester system which is not always geared appropriately to time schedules of host agencies, and the preoccupation of the applied group with atypical children to, perhaps, the neglect of an overview of and some contact with normal development.

The basic conceptual content of the programme is covered in a two-semester proseminar surveying the particular fields, supplemented by appropriate specialized courses. The theses written by students at Guelph exhibit a balance among experimental, measurement, and field study methods. The topics are distributed among the areas of animal learning, cognitive and social psychology and psycholinguistics. The theses display the characteristics of ingenuity and social relevance.

The students who are attracted to Guelph feel comfortable about the master's degree earned there because it prepares them for what they want to do which is either to work in community settings on problems that they consider important or to prepare themselves to go on for a doctorate degree elsewhere in psychology. Facilities, including space, at Guelph are adequate but not elegant. Supporting nonacademic personnel are very strong.

The programme at Guelph is the strongest of the three master's level programmes in the Province. We have rated offerings in animal learning and behaviour and in developmental psychology as outstanding and that in applied psychology as strong. In spite of these excellent offerings we do not believe that the faculty at Guelph are ready to inaugurate PhD level training. Some of them are against it. Moreover, as a group they do not measure up to appropriate criteria in terms of research. They publish too little and in journals with less than the highest standards too much of the time. We believe that this faculty should continue to offer the master's degree and that they should abandon their thoughts about establishing a PhD programme in the near future. We believe the department deserves strong continued support for what they are doing, that their students will serve useful roles, and that they will be employed. Although the department believes it would profit from the addition of a social psychologist, we believe that such addition should not be a traditional social psychologist. Such an addition would enhance the contribution that Guelph already makes to the Province of Ontario.

Recommendation 13

> We recommend that the University of Guelph continue to offer the master's programme in those areas representing current strengths of the department, but that it not proceed with plans to develop a doctoral programme in psychology at this time.

Lakehead University

Graduate training in psychology at Lakehead University is a fledgling enterprise. In spite of that, since 1971 when it turned out its first MA student, it has produced 87 graduates. Of those whose whereabouts are known (all but 3 or 4) almost every one of them holds a position where the Lakehead master's degree probably provided appropriate training. Of these, by far the most frequent placements are in PhD programmes elsewhere and as psychometrists in the Province of Ontario. Given the success in applied work represented by the latter placements, it is not surprising to discover that the department has developed aspirations to move on to the more advanced applied training represented by the PsyD degree. Certain aspects of the situation argue for the development of such a programme.

The faculty of the psychology department at Lakehead differ (as one would expect) in the degree of their enthusiasm for this programme, but no one seems opposed and a majority were very positive. The upper administration hold the department in high regard and are firmly behind the proposed programme. About half of the students in the MA programme attended a meeting where they had a chance to express their views. Except for a few who came to Lakehead as a matter of convenience, all described themselves as attracted there by the recognized strength of the applied training. With minor reservations they were well satisfied with their training and saw the PsyD as an appropriate development. Finally there is the fact that there is no graduate training in this significant area of psychology in western Ontario.

The present faculty at Lakehead appear to be doing an excellent job of training at the master's level. An examination of several master's theses showed that they were on sound topics and that the research had been carried out in a workmanlike manner. In every case the theses also revealed that the student had handled the literature in a professional way. A few of the theses have been published.

The faculty at Lakehead are about evenly divided into groups with interests in general experimental psychology (in which there is particular strength in animal learning) and clinical psychology. There is no clinical-experimental split of the type that sometimes develops in such a situation, although the potential for such a schism is there. The experimental group, meeting with the consultants presented their views of the potential PsyD degree in terms that made it sound much more like a PhD degree than a PsyD degree. This group envisaged a heavy emphasis on training for research and saw the future graduates as engaged in careers that had a strong research component. The unique feature of the proposed offering, in the eyes of this group, would be that the students' research training and later research itself would be on realistic clinical problems.

Although people with such training would make a contribution to psychology in the Province, it is not the concept that usually lies behind the PsyD degree which was created specifically to provide training for applied work by psychological professionals. The clinical group in the faculty see the proposed training in the latter terms. This difference in the concepts of the PsyD programme held by the experimental and clinical groups is what suggests a latent basis for a split in the department. It is to be emphasized again, however, that no such division exists at the present time.

Turning now to the capabilities of this faculty for offering the PsyD degree, the first thing to say is that the consultants did not meet three people who would be important to it. Moreover the character and extent of the present dean's contribution will be impossible to assess until he actually gives up his deanship and returns to the department. Thus some of what follows is sure to be too extreme.

However that may be, some of the lacks in the faculty appear to be the following: (1) Methodology. The current offerings in research design and statistics are much more appropriate to laboratory work than to PsyD training, for which the best background would provide the competence to evaluate field research, the outcomes of social programmes and the like; (2) The substance of clinical psychology. The reference here is to individuals whose expertise is in theories of personality and the nature of psychopathology, and the bases in data for such theories; and (3) Diagnostic techniques. Although some of the psychometric methods are well taught at Lakehead, no one there handles projective techniques. The limited offering in diagnostic methods was one of the few complaints the students had about the programme.

A point that needs strong emphasis in the evaluation of a proposal to enter clinical training in any form is that such training is very costly in terms of faculty time. The elements that must be taken into account are: (1) new courses that will have to be taught; (2) supervision of students doing practicum work; (3) administration of the training programme; (4) liaison with practicum agencies; and (5) the supervision of dissertations. The last two of these drains on faculty time can become quite time-consuming. It is difficult to meet these needs even with a faculty much larger than that at Lakehead University. One common outcome of such heavy demands of clinical doctoral training is that clinical faculty do less in the undergraduate programme. It is important to consider the total of such possible impacts before moving into graduate training in clinical psychology.

Facilities for the support of graduate work at Lakehead are excellent in terms of space but inadequate in the area of supporting personnel. There is only one shop man who must be all things to all people. The department should have at least one more such individual, ideally with special expertise in electronics. Specifically with respect to the proposed PsyD training, it is important to note that practicum facilities in the Lakehead area and in the Duluth-Superior area are excellent and would be available.

We have rated the present MA level clinical training at Lakehead as strong. As evidenced by the job placements of the graduates, there is a need in the area for psychologists with these skills. Thus the present offering should be continued. We are of the opinion that the appropriate development at Lakehead would be a further strengthening of the existing work rather than the introduction of doctoral level training.

The arguments against the introduction of a PsyD degree are these:

1. Such training would be costly. It would require perhaps, four

additional faculty, added support personnel and more substantial support in the form of supplies.

2. Other universities in the Province (e.g. OISE, Ottawa, York) appear to have better facilities for the development of PsyD training than Lakehead.

3. The present master's programme at Lakehead is very good and serves a regional need. We fear that the introduction of PsyD training would place this MA programme in jeopardy.

Recommendation 14

> We recommend that Lakehead University continue to offer its present master's programme, but that it not proceed with its plan to introduce a PsyD degree at this time.

McMaster University

The programme in psychology in the department at McMaster is heavily concentrated in the life science area. Within this area the greatest strengths are in animal learning and biological-physiological psychology, although cognition (including perception) is well represented. The social and applied areas at McMaster are the primary interests of a relatively few faculty members and are secondary interests of only a few others. Recent additions to the faculty in social psychology have brought that area to a position of strength, however.

The situation in developmental psychology is as follows. Only three members of the department have a primary interest in the area. There is, however, close collaboration among these three and members of the Faculty of Medicine where an offering in growth and development is being developed. At least three graduate students in psychology are involved in research in what is, in effect, a joint activity. Their work is being sponsored by medical faculty holding adjunct status in the Department of Psychology. A nearly unique feature of this joint offering is an emphasis on physical growth. What appears to be in the making at McMaster is an offering that will soon be one of the best three or four in North America.

The social psychologists at McMaster concentrate their work in four areas: (1) the character of voluntary associations and volunteer social contributions; (2) sociobiology; (3) the nature of the migration of people; and (4) the effects of dialect on social interaction. There is at least a degree of cooperation between the social psychologists and the anthropologists at McMaster.

The emphasis on life science psychology at McMaster is the result of a deliberate judgment of the faculty. They decided some time ago to concentrate in this area. The result is one of the strongest specializations in the Province. Most of the faculty are productive and the great majority have been well provided with funds for research obtained from sources outside the University. The psychology department is located in the Faculty of Science and is well regarded even by the standards of that faculty. Evidence for this conclusion came, not only from the verbal statements of the University administrators, but also, more tangibly, from the level of support that has been provided.

Facilities in the psychology department at McMaster are superb. This appraisal covers both space and equipment. Supporting personnel are also excellent, although in this case there is reason to suspect that additional support of this type might be useful. Students probably do a bit more of their own electronic work and histology than is necessary for their educational development.

Graduate training at McMaster follows the apprenticeship model. Almost from the moment a student comes to the University he is involved in research. Usually this begins a sequence of investigations that culminates later in the PhD dissertation. Formal coursework is light. The student takes two courses (contemporary problems and statistics and research design) in his first year. Two more full courses are required beyond the first year, although most students take four or five during their careers at McMaster.

Beyond the first year, two main activities occupy the students' time: (1) research; and (2) work on a series of comprehensives. To satisfy the latter requirement, the student selects a set of eight topics for intensive independent study and devotes about two months to each. The student moves on to the next comprehensive only after the first is completed. Completion typically demands the submission of a substantial paper on the topic of interest.

This programme is a very effective one which receives strong endorsement from the students. There are, however, certain problems: (1) for students in biological psychology, training in adjacent sciences is less than satisfactory. It would be particularly desirable to have better offerings in physiology available. Presumably these would be in the neurosciences rather than in psychology. (2) Another problem which is being corrected applies particularly to the cognitive and social students. No effective research participation requirement provides them with a pool of undergraduate students to serve as subjects in their research. Steps have been taken to develop a research requirement. The requirement should be strengthened, or applied with greater vigour, or whatever is required to facilitate the research of the human cognitive psychologists.

The fact that there are problems in the programme at McMaster should not be emphasized. The foregoing statements may even be too strong. For the fact of the matter is that these were perhaps the most deeply involved students we have seen anywhere in Ontario. A tour of the laboratories found most of them active. The students were there at work and, when asked to do so, gave intelligent and enthusiastic accounts of their research.

We have rated the programme at McMaster as outstanding in animal learning and behaviour and in human perception and information processing. We have rated it as strong in biological psychology, human learning and memory, developmental psychology, social psychology, quantitative psychology and applied psychology. This is one of the outstanding programmes in the Province about which we would like to make the following special observations:

1. A large part of the success of the department results from the fact that its very strongest people have been willing, in the past, to take on the chairmanship. With the financial crunch getting worse before it gets better, this job will be less and less attractive to those who have better things to do. Every concession required to keep effective leadership of the department should be made.

2. The department has been setting very high admission standards, accepting only excellent students. The result has been that the number of students coming to McMaster in psychology has fluctuated considerably from year to year. In lean years, patterns of funding in the Province will encourage a relaxation of these standards, in order to maintain a stable size in the programme. This is something that would be a mistake from a scholarly point of view. Criteria for admission will need to be monitored.

3. All but two of the faculty are tenured. Presently this is a strength rather than a weakness. Almost all of the faculty are productive; some of them are stars; most of them are fairly young (table 5, page A-9). This means that there is excellent and stable training in scholarship available to the students. With time, however, this strength will begin to ebb. Ways in which the faculty can obtain retraining and redirection of effort will need to be

considered.

4. Training of the type carried out at McMaster traditionally prepares people for academic careers, where jobs are increasingly difficult to find. The question will arise as to whether training specifically for applied positions should be undertaken. For the time being, the answer to this question appears to be no. Without special training in applied psychology, about half of the McMaster PhDs have found their way into nonacademic jobs. What may require attention in the future is the development of liaisons to business, government, and industry that lead to such placements. In the meantime, as noted above, even without a formal offering in the area, we have rated McMaster as strong in applied psychology.

We rate the overall doctoral programme as outstanding.

Recommendation 15

> We recommend that McMaster University continue to offer its master's and doctoral programmes, retaining for the present its current special emphases.

University of Ottawa

A review of the state of the graduate programme in psychology at the University of Ottawa needs to take into account the history of the department, the history of the University, and the unique role of the University as the major bilingual center in the Province. The department is also unique in its current balance between activities oriented toward service and activities oriented toward the substance of knowledge in psychology and the central areas of research activities in psychology.

The programme in psychology began with an institute of psychology oriented primarily toward graduate students. The programme had a heavy emphasis on applications of psychology, essentially in clinical and counselling psychology. The programme developed in essential independence from all other graduate programmes at the University of Ottawa, and became in effect an independent professional school. The unique character of the Ottawa programme stems from its administrative independence and from some geographical isolation from the main campus of the University. The Faculty of Psychology has recently been reorganized as a School within the Faculty of Social Sciences. Nevertheless most of this discussion relates to activities of the Faculty and that term will be used here.

The Faculty of Psychology seems not to have been affected very much by the recent change inaugurated at the University of Ottawa (particularly in the Faculty of Medicine) with the accompanying increases in resources and the strong shift from a programme oriented primarily toward service roles to the current tendency toward research and professional training based on recent scientific developments. In addition, the Faculty of Psychology has been trying to organize a strong undergraduate programme. As a result, the Faculty finds itself under a considerable amount of pressure to match the standards of experimental research and scientific endeavour that characterize related disciplines today in the University of Ottawa while the Faculty's own orientation is toward close association with their graduate students, attention to the personal qualities of the graduate students, to their individual needs for preparation for a life of service, and the necessity of giving them adequate credentials on which to base a life of useful service. The conflict shows itself in, on the one hand, difficulties with doctoral dissertations of which one third have been initially judged unacceptable by inside and outside examiners and, on the other hand, an internal mechanism oriented much more toward the development of the human qualities of students training for clinical and counselling careers, with attention as much to their abilities to relate to individual clients as to their knowledge of the scientific groundwork for that service role. Training at Ottawa can only be applauded in terms of the involvement of the teachers; it must be viewed as marginal in terms of providing the empirical basis and experimental technique necessary to that training. ,

Although the University of Ottawa offers clinical and general psychology, the latter offering is by far the smaller. Judging by the titles of current theses, only about one-fifth appear to be in the experimental area, with many of these being supervised by people outside the Faculty of Psychology.

The faculty in life science psychology at Ottawa is small. The largest group is in one area or another of biopsychology, with the most productive of these outside the Faculty. The three new faculty in biopsychology, perception and psycholinguistics are active in research and their research appears to be good to excellent.

Although there have been some recent improvements in this faculty, the indications are consistent that the quality of the research activity is low. One indication of this is the lack of publications arising from theses. Another is the fact that the faculty applies for little grant support.

The low level of productivity in experimental psychology cannot be blamed on poor facilities. Although space and equipment are among the poorest in the Province, they are adequate. Many distinguished departments in North America have less. Moreover, facilities outside the University in the Ottawa area have a great potential for providing excellent research settings. Some of these facilities are used now, but not to the extent that they should be.

It is important for life science psychology to be better represented in this Faculty for two reasons: (1) it is the traditional subject matter of the discipline, and a department can hardly be called a psychology department without it; (2) in a department which emphasizes clinical training, experimental psychology provides a needed scientific base upon which such training should rest. The evidence is that life science psychology at Ottawa falls short of expected standards.

A unique asset of the developmental offering is the Child Study Centre. It is magnificently designed and equipped as an educational center for children with various behavioural deficiencies and problems. The physical facility is unique in North America and perhaps in the world. It is designed as a partly residential child diagnostic and treatment center, and as a facility for observation, demonstration, and internship placement. Unfortunately the current use of the facility does not justify its continued existence, which could be recommended only if it became a major research center. At present, it appears to contribute only a few dissertations (three were mentioned as in progress) and eight or ten internships per year. These at present are filled by students in clinical training. There is no indication of contact with other universities. If a new director is sought in the next few years, every effort should be made to find a person who will promote the facility vigorously as a research center and who will work out effective ties with faculties in education and psychiatry. There is a great deal of interest in educational procedures appropriate for various types of learning disorders; many educators as well as psychologists should be using the facility for observation, demonstration, experimentation and research.

By far the largest number of faculty is in clinical and counselling psychology; over half of the faculty identify themselves as applied. Nevertheless, relative to the size of the faculty, there are large graduate and very large undergraduate enrolments. All but a few of the full-time doctoral students are listed as applied. Students in this area spend a high proportion of their time on campus in practicum settings. The Faculty has developed four training units within the University to permit the practicum and clinical experience for their own students to progress appropriately. These are essentially under the control of the Faculty of Psychology and involve a substantial amount of the time of faculty members, who often spend as much time outside each clinical practice session as in the actual contact with the client. Students also have the opportunity to work in admirable clinical settings in the city of Ottawa under the supervision of well qualified persons. These experiences provide opportunities for clinical practice in close association with the supervisors. As a result, the students felt very well qualified to enter into the service roles as clinical or counselling psychologists. Nowhere in Ontario have we found students more magnificently content with the nature of the educational experience they are provided. Save for one fact. That is that many of them have no stipends, and all of them have less support than is typical for other students in the Province.

This lack of support comes in large part because the Faculty of Psychology commands very few resources from outside the University. Their students in the main do not bring with them Canada Council grants or the equivalent. Only the meager resources that are provided for payment for those students in teaching assistant roles make it possible for students to have some support at all. There are some university-wide funds that are provided for these students, but in the main they end up faring less well than their scholastic counterparts throughout the Province. The off-campus internship facilities do provide stipends for paying them when they are on duty in those agencies outside the University.

It is hard to tell whether the students are well educated in psychology when they complete. One graduate student informed us that he had had a very challenging oral comprehensive examination which required him to demonstrate knowledge throughout the whole subject matter of psychology, and that he had viewed the entire exercise with a considerable amount of apprehension. The examination lasted one hour and twenty minutes. There is no written examination for the PhD.

The thesis and dissertation topics of doctoral students and master's students over the years seem to have had a certain sameness. It is not at all clear that there is any publishable research generating from among the applied areas of psychology at the University of Ottawa. There is very little that has been published.

A Faculty of this kind has the responsibility to demonstrate by means other than publication that what is offered to students is up to standard in all regards with relation to the state of the art in psychology. We found very little opportunity to assess quality in a satisfactory way. If this programme led to a PsyD degree developed explicitly for the purpose of preparing practitioners, with a recognition that the need for these students to engage in rigorous experimentation was to be foregone, then we would have criticized the Faculty for not teaching an adequate amount of general psychology to their students to make them acceptable as professionals. Since this is a PhD programme we need to add, in addition, the reservation about the University of Ottawa that there is no adequate development of an understanding of the way in which research and empirical investigation adds to knowledge and competency in a profession and that therefore the faculty neither meets the Boulder model of scientist-practitioner in psychology, nor meets some of the newly emerging models of training practitioners based upon an empirical science that is well understood and known to the practitioner.

There is substantial evidence that the quality of the dissertations done in the Faculty is low. It is alarming to find that so many have been found unsatisfactory when they received appropriate evaluations, both by outside and inside examiners. The Faculty's failure to move to institute its own standards is even more alarming. We were amazed to find so little concern expressed by Faculty leaders about this serious problem which is eroding relations with the administration. It surely must also have a chilling effect on student efforts to develop research activities in other parts of the University.

The large size of the student body, the presence of some indicators that rigorous intellectual training and assessment may be deficient, and the uncritical and rather diffuse enthusiasm of the students for the programme lead us to wonder about the criteria for graduation. The department would do well to pull back somewhat, particularly during the period in which it is consolidating itself as a school.

In spite of our concerns, we rate Ottawa as strong in counselling psychology, an area in which this University pioneered. It is regrettable that this offering has not kept pace with developments in the field in recent years. The absence of excellence in research in basic areas of psychology is painful and weakens thereby the applied training. The educational specialization as a whole has become insufficiently demanding. Yet Ottawa is an important setting for psychological training in psychology. It is the major bilingual university in the Province. It has diverse training facilities that students may exploit to great advantage. Its setting provides ample opportunity for professional internships under excellent supervision. The great variety of governmental agencies offer opportunities for applications of psychology well beyond the bounds of clinical and counselling psychology. And students like the city. It is the unfulfilled promise of Ottawa that leads us to recommend careful appraisal and review of the Faculty's programmes in their entirety, and a University review of the Faculty's purposes within overall University goals. We rate the overall doctoral programme as adequate.

Recommendation 16

We recommend that the University of Ottawa

a) give immediate attention to completing the reorganization of psychology to establish the new School of Psychology within the Faculty of Social Sciences and to defining the University's objectives for graduate studies in psychology,

b) give serious consideration to a reduction in graduate admissions, particularly during the next three to five years while the Faculty is consolidating its status as a School of Psychology, and

c) have the entire graduate programme in psychology submitted to appraisal at the earliest possible date.

Queen's University

The programme in psychology at Queen's is probably the best balanced in the Province. The two largest areas of training are clinical psychology and general experimental. Social, developmental, and biological psychology are not large in terms of number of faculty who identify with these as primary areas. Yet others on the faculty have these as secondary interests and the total strength is impressive.

Life science psychology at Queen's is strongest in the areas of perception, information processing and biopsychology. The first two of these specialties are at least as well developed as anywhere in Ontario. Although the faculty in the information processing area took a more modest view of things, there is reason to believe that this specialization is the strongest of its kind in the Province. A part of this assessment is based on the extent to which the faculty relate to other people in the University, including faculty in computer science, electrical engineering and mathematics.

The life science faculty is a highly productive one; all of them have at least something of a record of publication. The amount of research support from federal and provincial sources is outstanding. Most, if not all, of life science faculty have such support, as do a majority of the others. It seems probable that this strong scientific position relates to the traditional academic atmosphere at Queen's. The reward system is definitely tied to research and quality in teaching. Part of each annual increase is a scale increase and there is provision for progress through the ranks. The merit portion is determined through recommendations of the Head of the Department with approval by the Deans and the Principal. As a result, there is much more of an interest on the Queen's campus in doing what seems to be the most appropriate thing to advance one's career in a highly competitive setting in psychology. Of all of the campuses we visited, this campus was most to be applauded for that particular stand.

Clinical training at Queen's has a strongly academic tilt. No other place in Ontario has such an offering. A clinical student at Queen's studies with persons who essentially are not clinicians. They may at one time have been clinical psychologists, but upon arrival at Queen's the social press is such that they become experimental personality types or perhaps even laboratory experimental types. This has an effect on training. The students regret the fact that they do not learn how to be clinical psychologists save on the outside. They do take courses in experimental personality, theories of personality, and experimental psychopathology, but when it comes to playing a service role, they learn it all elsewhere. Furthermore, the members of the faculty of the department at Queen's do not visit the practicum facilities, so that the students feel that they have little opportunity to tie in what they learn in practical settings with the experimental and general psychology that they learn in the department.

This is the only damaging thing that can be said about clinical training at Queen's. In all other regards it is among the best in Ontario. The issue just presented is an issue that is not unknown to the leadership of the department. Recent appointees have been selected primarily because of their experience in clinical psychology and their ability to work with internship agencies. So there is not a lack of a capability for doing the sort of thing that ought to be done with the graduate students in clinical psychology. The problem is rather that the department and the University would not provide a great amount of reward for this sort of activity, and that point is recognized by faculty and students alike.

Graduate training at Queen's requires continuous participation in area seminars that cover content that varies from year to year over a three year cycle. In addition, students do comprehensives in two of twelve areas. In each of these two areas they take either a standard written examination or an optional take-home examination.

In the latter case, there is a mandatory oral examination. These examinations are conducted by an examining committee in each area.

A strong part of the training is an informal indoctrination into the profession of psychology. In life science psychology this involves research, as might be expected. It also involves interactions with similarly interested faculty and students at other universities, attendance at the meetings of regional and national societies, and frequently the presentation of papers at these meetings. The fact that funds exist to support the last of these activities is obviously important to the success of this aspect of training. The results of this process are impressive. The students know what is going on elsewhere in their areas of interest and should find the taking on of professional roles easy.

The records of students from the programme support this last statement. The attrition rate is low. Most of the students finish the programme and go into appropriate positions. Some are now in key positions in psychology in various parts of the English-speaking world.

Facilities available to the psychology faculty are good but not excellent. Space is tight, but additional space in an adjoining building will become available in 1 - 2 years. Equipment is currently excellent, but some of it is getting old and replacement may pose a problem in the future. Presumably this problem will be lessened somewhat by equipment funds that should come with the new space.

Students at Queen's seem well satisfied with the training they receive. As mentioned above, the clinical students thought that more of the training time should be devoted to practicum work. One thought that there should be more opportunity to gain experience in teaching. This complaint appeared to have justification. Such experience is probably worth having, even if the student ends up in a nonacademic career.

We rated this department outstanding in information processing and perception, and in clinical psychology, and strong in biopsychology, animal learning and behaviour, developmental psychology, theoretical psychology, and experimental psychopathology and personality. The size of the graduate enrolment seems appropriate. We conclude that this department should continue doing exactly what it is now doing, doing it better if possible.

There seems no need to point to promising directions or gaps in the programme. This one seems likely to fare very well if given adequate continued support. We rate the overall doctoral programme as outstanding.

Recommendation 17

We recommend that Queen's University continue to offer its master's and doctoral programmes in all of the areas now represented.

University of Toronto

The graduate programme in psychology at the University of Toronto has for many years been the leading programme in the Province, and one of the leading programmes in all of Canada. It still holds that place, with world status in one area, and with distinction in several other areas of specialty. The department is large and diverse, and, with the added competence in the staff at the Ontario Institute for Studies in Education, provides one of the most attractive opportunities for graduate study in psychology in all of Canada. The department also carries a heavy burden of undergraduate instruction, thereby assuring itself of continued support.

Psychology at the University of Toronto is dominated by the life science tradition. The research group in human learning and memory is probably the strongest in the world. The faculty in the area is large and several members of this group are counted among the leaders of the field. The offering in information processing, including perception, is smaller but is also outstanding. Animal learning and biological psychology are strongly represented by a number of good people, some of them very active. In all of these areas work is marked by a fine combination of empirical investigation and theoretical interpretation.

The developmental specialty at the University of Toronto is also a strong one. It is represented by three people on the St. George campus, three at the Erindale campus, and one at the Scarborough campus. The social group (also a strong one) is somewhat larger, five at the St. George campus and four at the Erindale and Scarborough campuses. Both areas have been pushing for additional faculty positions. It seems desirable to add to these areas, if only to improve the balance in the psychology programme as a whole. As of this writing the department has been granted one additional tenure stream position in developmental psychology.

At the present time, graduate education in the department is organized around a number of informally defined research groups, which are open to all students who may attend the meetings of any they wish. Students who are identified closely with one or more of these groups express satisfaction with this arrangement. Those who are not so closely identified are less happy. They feel somewhat isolated, both from the faculty and from one another. Setting aside some space for use as a common room would go a long way toward the solution to this problem. It should be emphasized, however, that the dissatisfied students are in the minority. A greater number are content with the programme.

Course requirements in the programme at the University of Toronto are not heavy, although these requirements may soon be increased. A majority of the department appears to be in favour of establishing a series of core courses, all or some of which would be required of all students. This is a fairly old-fashioned idea. More interesting programmes have been set up elsewhere in Ontario. It might be helpful for the Toronto department to investigate the programmes in other universities (e.g. McMaster) in the Province.

One noteworthy feature of the programme at Toronto is that students who need strong training in statistics and measurement can take courses at OISE. At least some of the students do so. Others take quantitative courses in the departments of mathematics and applied statistics at Toronto.

Space, equipment, and support personnel are excellent, but space is becoming tight. A minor problem is that of physical separation. Some faculty and students commute to and from the Erindale or Scarborough campuses. Within the main psychology building, Sidney Smith Hall, offices and laboratory space are separated by as many as six stories. Animal research is carried out in scattered areas. The same is true of biopsychology. In the future it may make sense to try to concentrate the different activities on different campuses.

The department's stated plan over the next five years is not to introduce radically new fields of study, but to bring about a change in balance of existing fields that will reflect the changing patterns of motivation amongst students and the shifts in emphasis within psychology itself. Over the past twenty years the general purpose of the graduate programme has been to train graduate students in research methods and concepts in various branches of experimental psychology. Traditionally, students have gone on to become teachers and research workers at other institutions; but with changing patterns of employment, there will be increasing pressure to offer courses with a more applied perspective. The department plans to respond to these pressures by building on strengths in experimental psychology and adding content areas where such skills can be put to good use. The proposed new directions of development all represent areas that require sound training in experimental psychology and give experience that greatly broadens the career potential of the student. They are: (1) Human Development. A Centre for Research on Human Development has been established at the Erindale Campus of the University of Toronto, dedicated to the study of the course of cognitive and social development from infancy to old age; (2) Neuropsychology; (3) Criminology; and (4) Addiction Research. The department plans to maintain a constant intake of graduate students, partly because their annual intake is already quite small (15 students), and partly to increase the amount of applied training these students receive.

We have rated the programme at the University of Toronto as outstanding in the areas of human learning and memory, human information processing and theoretical psychology. We have rated the programme as strong in biological psychology, animal learning and behaviour, developmental psychology and social psychology. The number of students in the programme is relatively small for a programme of high merit. Their numbers need not be reduced. The departmental administrators are fully aware of the changing economic climate for which their graduates must be prepared and are taking appropriate measures to provide such preparation. This is one of the most outstanding programmes in the Province. It deserves strong provincial support. We have indicated the most pressing of the department's needs in the text of this report. They include a limited number of additional faculty and a modest increase in space. We rate the overall doctoral programme as outstanding.

Recommendation 18

> We recommend that the University of Toronto
>
> a) continue to offer its present master's and doctoral programmes, and
>
> b) enter into discussion with the Ontario Institute for Studies in Education to evolve a closer working relationship between the "basic" psychologists at Toronto and the "applied" psychologists at OISE.

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
(DEPARTMENT OF APPLIED PSYCHOLOGY)

The Ontario Institute for Studies in Education, being specialized and rather unique in its teaching and application of psychology, is more difficult to assess in relation to standard concepts of departmental organization and offerings. It is, indeed, a unique resource for research and development in education and it is gratifying to discover the way the operation is working in and through schools at all levels. The impression could be drawn from thesis titles that students investigate fairly typical psychological functions; they appear to find their practicums largely in social agencies, hospitals and clinics. In short it might be concluded, erroneously, that OISE's operation is largely independent of public education. While it is true that the faculty interpret education very broadly, it is also true that the Institute (at least the Department of Applied Psychology) is heavily invested in the public schools of the Province.

The faculty in the educational psychology section is an impressive group. Their quality and work are that of which any great North American university could be proud. Young and very active intellectually, their interests and work covers a wide range of psychological and functional topics, from theoretically oriented basic research to the most service-oriented action research on a contractual basis. Happily the great majority of both faculty and student research falls between these extremes, addressed to problems that have considerable theoretical interest and which also show obvious social and educational implications. The faculty, by its own and student testimony, is actively engaged in field research, practicum supervision, educational demonstrations and direct in-service instruction.

The students are an able lot, from varied academic origins; many of them come with experience of some sort. One result is they are an important source of stimulation to each other. All gave eloquent testimony to the valuable combination of theory and practice, the value of the varied required practicums and the intellectual freedom at OISE and stimulation afforded them.

There is a considerable amount of good work on cognitive processes. Specific topics include studies of cognitive development, language development, the development of writing, and the match between teaching strategies and cognitive styles. As this listing shows, the emphasis in this area is on the promotion of cognitive processes. One of the most impressive aspects of the work is the degree to which the applied aims are kept in focus. Thus, the work on language development is more specifically on "pragmatics," which involves the significance of context for the meaning of an utterance. The work on writing has curriculum development as its goal. The work on cognitive styles is directed ultimately toward the improvement of instruction.

Work in the cognitive area appears to go slowly. Probably this results from two features of the research: (1) the processes being studied are very complex, which circumstance necessitates a great deal of planning and preparation at every stage of investigation; and (2) the research is carried out in the schools and such is always slower than laboratory work.

The clinical and counselling section is practitioner-oriented. Students are taught to operate in a variety of institutional settings; thus their instruction is in a social learning mode. These students receive excellent personality theory instruction, strong emphasis on professional standards of conduct and excellent guidance in understanding what it means to intrude in another person's life. The training makes full use of the extraordinarily rich variety of practicum settings in Toronto and affords very good supervision.

The recent graduates we met are a truly impressive group. They are intelligent, articulate, very loyal to and proud of their professional education and pleased with their own careers. They have excellent professional self-images, which we believe to be a good index of a healthy programme. They come from a variety of backgrounds mostly in psychology, some from traditional experimental psychology and others from "softer" areas. Most had undergone considerable vocational searching, including various trial employments, before discovering their career interests. All sought the Institute for quite specific reasons; they didn't just happen on it. They are employed in a wide variety of occupations, only some of them in schools. Thus, these graduates are quite successful in finding new opportunities for well educated psychologists. All emphasized the value of the practicum experiences, and in particular the research component of their education.

While we applaud this Institute and its applied psychology programme, we wish to point to several potential problems, which appropriate effort can keep from developing. (1) There may be a tendency to pull away from the traditional academic disciplines represented at the University of Toronto. We believe it important both to the Institute and to the academic disciplines at the University of Toronto to keep close relationships. We believe it important both to the Institute, and to the academic disciplines of the University of Toronto on which it should continue to draw, that any tendency to develop disciplinary minors for advanced degrees within the Institute be arrested. These minors should continue to be worked out in the relevant disciplines, whether psychology, sociology, philosophy, or what not. The argument that the discipline doesn't understand the problems of the professional educator as an excuse for developing "in-house" disciplines will only do harm in the long run. Such in-house disciplines inevitably grow weak by the second generation of teachers; moreover the basic disciplines themselves need the "discipline" of examining their relationships with and responsibilities to education as carried on by public schools and other social institutions. (2) There should be deliberate exploration and cultivation of close working relations between OISE and the University of Toronto's Department of Psychology. Students in both the University of Toronto and OISE need to be encouraged to seek out appropriate courses in the other's bailiwick. The possibility of joint colloquia should be explored. It is important that the educative process flow in both directions in order to reduce the harmful effects of the sharp separation of "applied" from "basic." (3) A possible problem arises from the extent and intensity of programme commitments. Can a young, energetic faculty maintain its momentum on so many fronts? The very diversity of activity which we find appealing is also a possible danger. (4) By comparison with other universities, the faculty are over-committed to graduate students. While it is true that the faculty has no undergraduate teaching and honours thesis supervision responsibilities, the number of graduate students per faculty member seems excessive. Also, there appears to be an overuse of the PhD for many students who perhaps should be on a professional (EdD or PsyD) track, as they will be working as professionals rather than as scholars.

In sum, the consultants find the Department of Applied Psychology at the Ontario Institute for Studies in Education outstanding in educational psychology, clinical psychology and counselling psychology, and very strong in quantitative psychology, school psychology, and applied psychology. Students are of high quality and extremely motivated, but we believe the department has in the past admitted too many for their most effective training. We rate the overall doctoral programme as strong.

Recommendation 19

We recommend that the Ontario Institute for Studies in Education

a) continue to offer its current master's and doctoral programmes,

b) take steps to reduce enrolments to a more reasonable level,

c) give serious attention to the particular degree to be awarded (PhD, EdD or PsyD) according to the individual student's programme and objectives, and

d) enter into discussion with the Department of Psychology at the University of Toronto to evolve a closer working relationship between the "applied" psychologists at OISE and the "basic" psychologists at Toronto.

Trent University

Trent University provides a liberal education for some 2500 undergraduate students of whom 500 are part-time. It is organized on the residential college plan, though the faculties in various disciplines are not distributed among colleges, their offices being concentrated in one or another particular college. There are now some forty graduate students in five departments. No PhD programme is planned for any area. Psychology's plan for an MASc degree in the psychology of exceptional children has received appraisal approval from the Appraisals Committee of OCGS pending the hiring of another faculty member qualified in this area. The Graduate Dean (part-time) sees a major advantage of Trent's graduate programmes to lie in the infusion into the student body of a group of students trained elsewhere. (There is a strong stand against retaining their own baccalaureate graduates as graduate students.)

The Department of Psychology has presently a faculty of 13 and offers a BA/BSc degree and an honours degree with emphasis on traditional experimental psychology, which they hope prepares the student in the methodology and content of general experimental psychology. In addition to the required core of statistics, experimental and methodology courses, there are intermediate and advanced courses available in such areas as physiological, developmental/

child, social, and single courses in learning, personality and the like. These courses, too, appear to stress the empirical-experimental approach. Courses are taught in a combined lecture-seminar method, requiring more small group meetings than would be typical of the usual lecture course. The course load on the faculty is not excessive, but the tradition of much 1-to-1 contact with students expands this load to about 10 or 12 contact hours per week, the minimum being 6 and the maximum being 16. As the financial squeeze has increased, the average student-contacts per faculty member has increased from about 70 to 88, the number of seminars and tutorial meetings have tended to decrease and the number of casual, informal "drop-in" contacts have increased somewhat. There are mixed feelings at Trent about this erosion of its tradition of close faculty-student contact and about engaging in graduate work, but on balance the department, and the University Senate, strongly support the limited programme proposed by psychology.

In general, it appears that there are somewhat fewer informal interdepartmental contacts than might have been expected in a university of this size. Psychology has tended to hold itself aloof from university affairs, doing its research and teaching its courses without much reference to university-mindedness.

The psychology faculty represent virtually all the central areas of a good department. Examining their first and second choice of specialties on the curriculum vitae, we find cognition (4), perception (2), physiological (2), developmental (2), learning (3), educational (1), personality (1), individual differences (1), life psychology (1), applied behaviour (behaviour modification) (1), clinical (2). There is a wide variety of research projects underway from sleep studies, both animal and human, to effects of frustration on behaviour and learning, to diagnosis and planning for mentally retarded children. Indeed, for a teaching-oriented department there is a surprising amount of research underway, both by faculty and by students. Several of the faculty are very prolific publishers, and virtually all have at least a modest bibliography. The department has good space and is quite well equipped.

The Graduate Dean reports that research interest and activity is fairly high in the faculty as a whole despite the University's primary emphasis on teaching. The administration favours, and fosters, research quite systematically though there is no inclination toward more than the exceedingly modest graduate undertaking now existing at Trent.

There are at least two people now on the faculty whose interests, expertise, contacts and present activities will put them in the middle of the exceptional child area, and both have competencies in other areas as well. Thus the MASc programme seems justified, as it apparently can be conducted at no significant additional cost.

The students interviewed stated their need for some integrative work; there were many expressions of appreciation for excellent, detailed courses taught in depth, but concern that there is no real attempt to pull ideas, themes and concepts together. The seminars and colloquia do not seem to achieve such integration. There were some complaints that there are really no fourth year courses for honours students and that the library isn't adequate for many aspects of their honours work. They see the laboratory facilities as excellent and support for their work as dependable. Virtually every student claimed he/she was drawn to Trent by its smallness, the chance to work closely with faculty, and the attractive campus, in that order.

The present undergraduate programme in psychology seems well conceived and very well administered. The experimental content is excellent but possibly somewhat overemphasized for a department which is, thus far, given entirely to undergraduate teaching within the Liberal Arts tradition. Students are able and reasonably enthusiastic. The faculty is dedicated, enthusiastic for their projects and for the most part quite active in research.

We believe that the principal shortcomings of the present programme lie in the absence of some integrative teaching, and in underemphasizing "person" aspects of psychology and would recommend that the faculty re-examine these aspects of their curriculum. We suggest that the Department study means to broaden its undergraduate education in psychology to achieve better integration of concepts and better understanding of psychology as a broad science of human behaviour and experience.

The proposed MASc is well conceived, supported strongly by the administration, offers a kind of special education training found in only two or three other places in Ontario, and thus should serve the Province constructively. The administration recognizes that the commitment to the new degree incurs some library additions as well as staff support. The programme probably should (and probably will) be interpreted somewhat more broadly than simply "mental retardation." We believe that it should be undertaken and supported, with a quite small number of students being admitted annually.

Recommendation 20

> We recommend that Trent University proceed with its plan to introduce a small, limited enrolment master's programme in the psychology of exceptional children.

University of Waterloo

The University of Waterloo, another of the new universities which has experienced rapid growth, has a high quality, well balanced PhD programme. It also features a quality applied MASc programme. The department is one of the largest in the University and is regarded as an important asset by the central administration.

The initial impression of a department compartmentalized into separate divisional curricula, with students' offices close to their mentors, in a building whose corridors suggest isolation into culs-de-sac, is quickly dispelled by conversation with students and faculty. It is abundantly clear the requirements for study in breadth (a substitute for comprehensive examinations) sends students into several areas, and faculty freely collaborate in research. Moreover, their publications show quite as much cross-divisional involvement in issues as student mobility displays. The social, developmental, perception and cognition, and MASc instructional and research areas are in particular interdigitated. Nevertheless, the students expressed a need for more mixing and for more conceptual integration in psychology.

Student initiative has created an informal interdivisional student seminar or discussion group to meet this need. Students also expressed a need for greater propulsion into trial research activity. The "expectation to start research is there" they said, "but unless you are a self-starter, or arrive with a clear cut idea for research, you tend to fall behind." They expressed appreciation that they are expected to identify their own problems rather than pick up pieces of on-going faculty research. They expressed appreciation of the faculty openness to student ideas and its willingness to explore student interests creatively but critically without imposing their own preoccupations. While such student viewpoints may be a bit naive with respect to the identification of significant problems through empirical behaviour, they do express a concern with the identification of "relevant" issues; the MASc students may have an edge in that their practicums help them identify areas and problems of apparent "reality" and significance. The current emphasis on publication of graduate student research is sound and should be continued.

Students also expressed a need for more integrative teaching; the faculty apparently believes synthesis will occur as a result of seminars reviewing a broad spectrum of student investigations. Seldom does such an integration happen except for rather unusual individuals. Relationships often need to be at least sketched or pointed to if not laid out in detail (which latter may be pedagogically undesirable).

Life science psychology at Waterloo is represented by a very active and productive faculty. Their publications appear in good journals, and at a steady clip. Several in this group have the potential for attaining international eminence, we believe. As an overall evaluation, this group gets a rating of excellent although there is room for improvement.

The number of students trained in life science psychology is appropriately small in a time when jobs for PhDs in the area are very scarce. In the face of this problem a healthy development has occurred. Students now take courses outside their specialties and graduate with the skills required to function in a number of areas. The availability of training for careers in applied psychology is a strong plus. More importantly, the students' preparation is strong in statistics and research methodology. These skills seem likely to contribute more to later effective functioning than substantive knowledge. Most students in the area publish after they receive the PhD degree. One or two are now quite well known.

Support for life science psychology is excellent: space, personnel in the departmental shops, animal caretakers, and research technicians. Computer facilities are first rate.

If one looks for weaknesses, however, one can find them. The field of artificial intelligence is not well represented. There is no strong activity in the newly developing field that devotes itself to the study of comprehension and memory for prose, although the closely related study of reading is represented elsewhere in the department. These, however, are minor, almost nitpicking criticisms. Perhaps a more serious problem relates to the field of biological psychology. Although there are excellent people in this area at Waterloo, the impression is that their activities are scattered.

The developmental staff consists mainly of young faculty who have made a number of innovations. The one or two older members of this group have changed theoretical viewpoints so that the developmental faculty is now quite different from and more catholic than the one which existed some 15 years ago. The social division has a somewhat more mature, established faculty who have developed programmes of research and an affirmative self-image which has communicated itself effectively to students. Both divisions are clearly on the way to excellence and both contain faculty who are already becoming widely recognized. In both divisions the students are of high caliber, highly motivated and committed, proud of their affiliation and appear to be hard working. Perhaps a somewhat larger number than will realize their ambitions are aiming for university careers combining research and teaching.

The developmental section is quite properly focussing on a combined skill and process rather than a stage approach to developmental phenomena, emphasizing verbal and nonverbal behaviour, and language, play, reading, cognitive, and perceptual development. An undergraduate emphasis on early childhood education has provided a pre-school facility, and the children in this facility provide a significant laboratory for graduate training, one which might be utilized even more extensively in the methods course.

The social section has emphasized methodology, broadly conceived, in the study of psychological processes in social contexts rather than focussing on particular social psychological issues or controversies of the moment, as these so often prove transitory. This approach is surely sound, as this field in psychology has shown itself to be particularly "faddish." This faculty quite wisely has declared itself unwilling to make major response to the prevailing Zeitgeist lest it prepare "tomorrow's graduates to meet yesterday's needs."

Both the developmental and social sections have accepted a fairly large number of students, possibly because of zeal in their attempt to foster their areas. Admission levels should be carefully considered, not so much to ensure student quality which is already high but to guard against over-commitment of an able faculty.

The Master of Applied Science programme graduates approximately twelve students per year distributed across three tracks of study: clinical (chiefly addiction), education, and industrial psychology. It recognizes and fulfills the need for able, competent sub-doctoral individuals trained in broad methodologies who will learn the specialized particulars of their work on the job. Students' morale is high; they are well motivated, and they consider the curriculum to be a very strong one. The programme places a heavy emphasis on statistics and analytical procedures. And the students end up well trained quantitatively. In fact, they have more complaints about their inability to get as much depth in such study as they would want.

A unique feature at Waterloo is a university facilitator who prepares the way for research in schools, institutions and agencies, for all departments which do off-campus research. A most important aspect of this operation is mandatory reporting back to agencies and to subjects on the nature and significance of the research in which they have collaborated. Were this done more generally by psychologists, the profession would contribute very significantly to the scientific education of the general public, would not find itself so much on the defensive with respect to its research efforts, to misrepresentations of its problems and their significance, and most importantly would encourage public willingness to dedicate funds to psychological research.

The clinical training psychologists at the University of Waterloo admit up to five new students per year. This is an appropriate number of students, even though the faculty is large enough to accommodate a considerably larger number. The students admitted are of very high quality, being selected from 200-300 applications each year. The faculty is excellent; the course of study is well planned. The training suffers somewhat from the lack in Waterloo of adequate practicum facilities, but there are excellent opportunities for work in the Kitchener-Waterloo hospital, where the opportunities for clinical work in psychology are good. There are, however, too few other opportunities for placing students, so that many need to take their practicums in rather widely scattered areas. This problem has not produced any particular decrement in the quality of training, but it has produced some inconvenience for students.

The consultants find the programme at Waterloo to be of high quality, and on the way to becoming exceptional. We think the MASc programme is of unique value to the Province and that in a number of respects the student PhD and faculty research is making significant contributions to social needs.

The consultants find that Waterloo is outstanding in social psychology and clinical psychology, and strong in perception and information processing, in developmental psychology, and in personality and experimental psychopathology. We also give it a strong rating in applied psychology especially in terms of the excellent master's programme.

We suggest the department continue "on course" admitting graduate students in numbers comparable to current and recent practice, continuing to emphasize high quality in both students and programme, and enhancing students' awareness of the significant interaction of psychological research and social application. We rate the overall doctoral programme as strong.

Recommendation 21

> We recommend that the University of Waterloo continue to offer its master's and doctoral programmes in psychology maintaining its current emphases.

University of Western Ontario

The relatively large faculty of 48 at Western, with a total of 64 full-time resident graduate students seems to be a desirable balance for a faculty as fully committed to scholarly excellence and to the heavy schedule of undergraduate teaching that obtain at Western. The department has plans to move toward applied work in psychology. The view of the applied PhD, expressed as that of a scientific problem-solver willing to undertake solutions to applied problems, is a viable one.

The faculty in life science psychology at Western Ontario numbers some two dozen people. This, by any standard, is a very large group. With one or two exceptions, members of the group are quite productive and their research has taken recent turns in some novel and interesting directions. A part of this has been a move toward applications of psychology, a development that has seen the emergence of some collaborative arrangements. Perhaps the best example of such a development is the growing interest in second-language learning which has attracted at least three people in the life science area.

This turning to application is the result of the accumulation of information in the basic areas of life science psychology to the point where such application is much more reasonable than it was only a few years ago. To take just one concrete example, studies of the importance of mental imagery in rote learning (where Western has been the leading institution) now provide a basis for teaching second-language vocabularies. There are other concentrations of strength in cognitive and biological psychology, and a potentiality for developing a strong offering in artificial intelligence-computer simulation.

Facilities available to support activities in life science psychology are excellent but are apt to come under heavy pressure soon for these reasons: (1) plans to increase the size of the staff will increase demands; (2) inflation is taking its toll; (3) much essential equipment is produced in the U.S. and the dollar differential is eating into the departmental budget. The last two factors may have decreased the buying power of the departmental budget by as much as 20 percent in some categories.

The students in psychology at Western with whom we met seemed very talented. They were well satisfied with the programme they were in. In particular, the department at Western seems to have struck exactly the right balance between freedom and structure in the requirements placed on the students in the programme.

The developmental offering is largely built around the positivist-experimental concepts of twenty years ago, though the presence of an excellent pre-school laboratory (as well equipped as any in North America) appears to be calling attention to problems and issues which arise in naturalistic settings, for example, a growing research interest in child play behaviour. The specialty in early childhood education, which is firmly based on scientific principles and empirical research and which also meets professional requirements and credentials is unique in Ontario. PhD graduates of this specialization will, we predict, be much in demand. Students also get access to day-care facilities, and a large center nearby offers another research population. The longitudinal studies of facilitation based on social competency as judged from peer reactions to behaviour rather than to direct assessments of that behaviour are soundly based and most promising. Thus a wide spectrum of excellent research, from naturalistic studies to conventional experimental work assures students of breadth of exposure.

The social/personality work is very strong as judged by quality of students, caliber of faculty and their demonstrated power in active research and funding which it commands. This group of faculty has also enlisted the cooperation of two other universities in putting on an annual conference in the area of social psychology, to be focussed on an appropriate, different theme each year and published.

The energy and drive of this group is notable.

The current activity in applied psychology is more or less a holding action, staffed primarily by faculty members with junior status or short-term appointments. The quality of these persons is quite good, but they have neither the dedication nor the background of experience and maturity required to provide balanced training of high quality. Thus, the applied section is not yet as strong nor as impressive as the rest of the programme at Western. The plan for curriculum and for new appointments, however, is impressive and sensible, and points to the rapid correction of this deficiency in the programme. The offering in applied psychology at Western should become one of the best in the Province, and should be given strong support, since it will reside in association with strong activities within the department in experimental psychology, developmental psychology, and social psychology.

The department has been spending some time considering what the University should offer in applied psychology. The emerging plan encompasses not only counselling and clinical psychology, but all aspects of applied psychology. It assumes that applied psychology is anchored in the discipline of psychology and reaffirms that the preparation of applied psychologists should be in the basic knowledge and skills of the discipline. It implies that knowledge of training in applied psychology is limited in terms of its teaching objectives and that such academic programmes can only facilitate certain knowledge competencies and skills, namely, the basic fundamentals of the discipline and profession. The department proposes a research-consultant model rather than a scientist-professional model, stating that rigorous training in fundamental areas may be the most appropriate approach in closing the gap between science and practice. The consultants strongly support this position as one that would lead to an offering that would be different from the others in the Province and one that ought to exist somewhere.

For the current academic year, the department admitted a small number of students in the area of applied psychology because of its incomplete conceptualization of the nature of the specialization and an unwillingness to admit students when they could not be sure that their offering would meet the students' interests. The University has been understanding of that reluctance on the part of the department to launch a course of study prematurely, and has agreed to hold appointments open for the department to recruit. The department plans a recruiting of distinctly applied psychologists, but with criteria for their academic performance to be the same as for the other psychologists in the department. The department also hopes that students and faculty will find that they are involved in training for the application of psychology in industrial fields, health fields, forensic fields, and the like, as well as clinical, counselling and personnel psychology.

This offering will benefit most by collaboration with faculty members outside the Department of Psychology. The relationships with the medical school are excellent. Relationships with other units of the University will emerge as students and faculty find interests in common. We would like to see a greater amount of association with other departments, and training for students in applied psychology which would incorporate some of the materials typically taught in schools of engineering, business, medicine, education and the like.

The current directions being taken by the department at Western are the result of the strong leadership the department has had for the past several years. If the developments being planned are to be realized, it will be important to continue such leadership. Moreover, it will be important that any new administration have the same values as those being exercised now, most noteworthy being the careful attention to merit in faculty salary increases.

Work in human learning and memory, and theoretical psychology are outstanding at Western. Biological psychology, information processing and perception, developmental psychology, quantitative psychology, experimental psychopathology and personality are strong.

This department offers a well balanced and well integrated programme with but a single component not yet in place. The missing portion is applied psychology, an offering that is planned, developed, and being staffed. The department has excellent facilities, and seems well supported by the University. It is well organized and well administered. The restraint exercised in maintaining an appropriate size of graduate student body is commendable. This programme is one of the best in the Province, and needs to be sustained. We rate the overall doctoral programme as outstanding.

Recommendation 22

> We recommend that the University of Western Ontario continue to offer its master's and doctoral programmes in psychology maintaining its present emphases but giving special attention to the strengthening of the applied offerings in clinical and counselling psychology.

Wilfrid Laurier University

The consultants experienced some difficulty in getting a clear picture of the psychology programme at Wilfrid Laurier. On the one hand a descriptive brochure and the prepared statements set forth two clearly demarcated emphases for the master's degree - one following a general experimental track and the other a social/community track. On the other hand, while the faculty declared the tracks to be distinctive, the students (and the consultants) found difficulty in differentiating them except by the number of prescribed courses, these being more numerous for the social/community track. Moreover, the faculty spoke with various voices concerning the facts of the two options.

A clear picture was possibly obscured by the absence of two key faculty on leave, and by the fact that the programme is obviously in the early stages of development. The brochure and internal statements reflect possibilities rather than accomplishments. These circumstances, unfortunate for a review at this time, must be considered in the evaluation of this assessment. Nevertheless, social/community psychology seems further advanced toward definition than does general experimental psychology.

The work in general experimental psychology at Wilfrid Laurier suffers from the fact that the staff is less productive than is desirable. There are signs that a certain amount of research goes on, but very little of it is ever published. The research projects cover a heterogeneous array of topics in psychology, almost none of them in what is commonly regarded as in the mainstream of experimental psychology. Students who described their master's projects in experimental psychology were working on topics that sounded more like social psychology or the psychology of personality than experimental psychology. Only one student was working on a truly experimental problem: colour perception in the right and left hemispheres of the brain. An examination of titles of recently completed theses reveals that this scattering is characteristic. This comes about because students develop their own research projects which can be on almost any topic in psychology. Although the students receive guidance in developing their topics, and although some of them turn out well, the end result is training that shows very little sign of direction or focus.

Students at Wilfrid Laurier detect this lack of commitment to definite substantive specialties and say that the faculty need to get their act together. Furthermore, space is unusually tight, and an adequate experimental offering will require more of it, and more equipment. At the same time the consultants agree with the view of the department that to develop its potential, it will need at least two additional faculty.

It was the consultants' impression that for a variety of reasons the faculty and the students lack a clear picture of possibilities and probabilities. It is our hope that this report may help crystalize a clearer image of possibilities. Among the reasons for confusion are the following: There appears to be an undue amount of unfocussed faculty discussion concerning how the programme might be defined. There is a strong sense of flux, of indeterminacy, created by a highly permissive attitude toward students (self determination in thesis definition, for example), toward faculty autonomy, and toward programme definition itself. There is an extremely high quality undergraduate programme to which the faculty is devoted and to which it gives a great deal of time. With few exceptions there is a distinct absence of faculty research, which would create foci of interests as well as set behaviour models for graduate students. While there is faculty concern for student participation in programme definition and planning, this concern has not yet been successfully communicated to students so that they feel involved.

The role of the MA thesis and degree needs some clarification. On the one hand they are seen as exploratory devices whereby a student may identify and perhaps begin to sharpen interests which may lead him into a PhD programme elsewhere. On the other, they are hoped to have some vocational significance. The honours thesis experience should serve the former, but the faculty seem to have difficulty in distinguishing between the BA honours and the MA theses. With respect to the latter the general experimental track offers a particular problem. Apparently few students have gone on to the PhD, though many of those we talked to would like to continue in a PhD programme. The general experimental track is far from traditional. The social/community track is more clearly vocational, but it is not seen as "applied" when in fact that is its major strength.

We believe that concerted planning, under resolute leadership, should give the course work for the general experimental track a broader more exploratory character than is typical in PhD programmes, yet on a more sophisticated level than the usual general experimental undergraduate courses. Theses in this track will take on more character and definition as the faculty research in this area increases.

In the social/community area the view expressed by some faculty, that it focus on service to social groups and agencies rather than on help to individuals, seems quite sound. Thus the community emphasis should have a social/ethological and environmental psychology tilt, rather than a clinical/community psychology one.

We believe that in developing this track the faculty should reconstruct its curriculum and research emphases with due consideration that a very strong school of social work exists at Wilfrid Laurier University which can use input such as the psychology faculty now present can give. We are thinking less of clinical and therapeutic emphases than of emphases on personality theory, methods of appraisal and assessment of groups and settings, and design and conduct of programme evaluation, for example. A programme in which teams of psychologists and social workers in training could work together in terms of improving social institutions at the same time that the attention of individual casework is maintained would benefit both psychology and social work. We saw far less collaborative effort among sociology, social work, and psychology than we would like to see, but we realize the psychology programme is newly launched, and that many relationships that would be profitable and appropriate have yet to be worked out.

With respect to the general experimental track we consider that the department would be well advised to select with care able students who have for some reason not fully displayed their abilities in undergraduate programmes, develop these students' study and work habits and attitudes, furnish a sound methodological underpinning and actively bring the students to the attention of PhD programmes elsewhere. This process of "reputation building" may take a little time but if assiduously pursued can be successful; Wilfrid Laurier could thus turn student "late developers" into promising candidates for the profession. An alternative or possibly a second emphasis for the general experimental student can be preparation in methodological and appraisal/assessment skills such as can be utilized by industry, business and government.

The social/community track is in fact an applied master's programme and should be recognized as such. We believe that it can be a unique resource in the Province developed along the direction it appears to be heading (service to groups and agencies rather than of help to individual clients or patients), and fashioned in close relation with a strong school of social work with its well developed programme of practicums and agency contacts.

Two valuable characteristics of the present programme came to our attention. There is a strong emphasis, excellently developed, on professional attitudes needed by psychologists and the responsibilities they undertake in relation to service to the public, especially professional ethics with respect to research testing and human relations generally. There is also an energetic programme of development of practicum and research resources vis-à-vis community agencies, with a built in "reporting back" feature which, as at the University of Waterloo, we take to be useful, timely, and particularly commendable.

The consultants find Wilfrid Laurier very strong, at present, among master's programmes in the Province in social psychology.

We believe that the programme should be maintained at its current modest number of students for the present time, while the relationships with other disciplines and problems of placing students with the attained degrees become better understood. Several of the faculty are very capable and could be making better contributions; they need a chance to "get their act together" and to get moving. We believe that such effort should be made and that the programme should be reviewed after a suitable interval.

Recommendation 23

> We recommend that Wilfrid Laurier University give high priority to the strengthening and development of its master's programme in psychology along the lines mentioned above and that it be appraised after a suitable interval.

University of Windsor

The graduate programme in psychology at the University of Windsor emphasizes four areas of study: experimental psychology, developmental psychology, social and personality psychology, and clinical psychology. The intent of the department is to have approximately three graduate students enrolled at a given time for each full-time faculty member. The current modest excess is due to persons who have not completed all of their programme in the expected time, and to a one-year surge in admissions to the programme.

There are about fifteen students now enrolled in experimental psychology. About half of them are at the master's level. This part of the programme is strongest in animal learning; the area of sensation and perception, while emphasized in the departmental brochure, seems to have very little activity at the moment. An excellent animal care facility enables the department to breed its own rats, and enables every undergraduate student to engage in some animal experimentation. The level of activity in animal experimentation seems to be appropriate in terms of the size of the faculty. This work also appears to interest the students, particularly the undergraduates. The descriptions in the departmental flyer about the research in perception and in human physiology are overstated.

The preparation of graduate students in experimental psychology has sufficient applied orientations to benefit those students who plan not to follow academic careers. Later placement of PhDs in the experimental area in jobs appropriate to their preparation is quite good. Experimental psychology at Windsor gets inadequate outside support both for students and for research. Students are having difficulty in obtaining supplies for their doctoral research, although appeals to the dean get favourable responses on occasion.

The course of study in clinical psychology is well organized and well planned in the strictly clinical aspects of the curriculum. Students get excellent instruction in psychotherapy, both in theory and in practicum supervision and training. Different theoretical orientations are well represented in the department, and affect the learning of students in a positive, constructive way. Students complain, however, about the basic science aspect of their education, and report that some courses that are options for the qualifying examinations appear to be idiosyncratic to the instructor, with no departmental plan for adequate coverage of content areas.

At this time there is an excessive number of students in clinical training. Students expressed concern about the absence of an adequate number of practicum and internship facilities in the Windsor area to provide for all of them a sufficient breadth of training. The University of Windsor does get access to facilities in Detroit, and in other parts of the Province of Ontario, and must rely much too heavily upon internal resources. There is no teaching hospital in Windsor. The Psychological Services Centre of the University of Windsor is an excellent resource, but can accommodate only a small number of interns each year. Only three interns from the clinical area can be placed in the Centre per year. The Psychological Services Centre provides a wide range of services to its clientele. Psychotherapy is generally short-term or moderate-term. Individual, group, marital and family therapy are offered. There is in addition a campus community psychology programme. Students in clinical psychology at Windsor must go elsewhere (and often do) to get adequate experience with problems of alcoholism, senility, grossly aberrant behaviour, criminal acts, and the like.

The developmental part of the programme is one of the strong offerings at Windsor. It presents a balanced view of child development from infancy through adolescence. The faculty has moved from a more narrowly positivistic-experimentalist view to a more general view of development with a "life-span" orientation which focusses on development as process rather than on age-stage orientation. Theses incorporate a broad spectrum of problems, tending more toward concern with "real-life" issues rather than based solely on theory. The trend in the department toward more "application" has undoubtedly encouraged this shift in research orientation. The developmental faculty are young and for the most part actively engaged in research or community service projects.

Notable are the research efforts in learning disabilities in childhood and allied research seeking to examine such complex learning processes as reading, spelling and arithmetic. These investigations are fundamental in two ways: they seek to understand behaviour in terms of underlying neuropsychological processes and they obviously relate to elementary schooling. Also noteworthy are projects dealing with mental retardation and infant stimulation. Of particular note is the rapport established with the public and separate school systems whereby subjects for research are readily available. A requirement is that each researcher (graduate student or faculty) must report back results to the school administration and staff (and in some cases to parents) and whenever possible highlight the significance of findings for the educative and/or developmental processes.

The offering in social and personality is diverse and less easily described. Its diversity is evident in (1) the existence of three sub-specialties: social psychology, personality, and applied social psychology; (2) by the interdependency of these sub-specialties;

(3) the interdisciplinary approach within the Department of Psychology; and (4) the Department's cooperation with other departments and faculties of the University, in particular, business administration, human kinetics, and engineering.

The depth of this offering in social and personality psychology is evident in the attention given to the philosophy of science underlying the theories of social psychology and personality and in the concern with methodology in its broader sense including statistical inference, experimental design and theory building.

However, social/personality psychology at Windsor is in a state of transition. It is experiencing some "growing pains" as it seeks to cope with some of the very problems and crises characteristic of the fields of social psychology and personality with regard to the relevancy of its findings and the appropriateness of its methodologies, more specifically the conflict between the traditional laboratory experimental approach and the increasing trend toward research in naturalistic settings.

The social group thus is neglecting its research laboratories as research interests have lessened or changed in a way that emphasized field research or theory. One or two of the social faculty have expressed a (frustrated) interest with respect to organizational psychology, a concern which should be developed rapidly and vigorously, as this is undoubtedly an area of social concern, research and development of the immediate future.

The department impressed us as "comfortable;" faculty and students alike stated that a friendly, tolerant and supportive atmosphere exists. One might say, perhaps, that life on the campus is almost too comfortable; the faculty, although it has a respectable history of publication, just does not appear to be as enthusiastic in pursuit of research goals as one might expect. Students repeatedly mentioned lack of faculty research, and inadequate numbers of research-oriented seminars and colloquia as a major dissatisfaction. On the other hand they appreciated the professional involvement of many of the faculty, especially in the clinical and developmental areas.

One gets the impression that students at Windsor are not as enthusiastic and excited about their work as at certain other Ontario universities. They do not impress us as being as able as students at the Province's leading institutions but rather as good as the above-average graduate caliber of the sort we were accustomed to see regularly some years ago.

A large proportion of the faculty (one faculty member estimated 75 percent) appear to be involved in intersession, summer school, and evening class instruction for supplemental compensation. Such voluntary involvement can scarcely be complained of as "heavy teaching loads" and can indeed reduce scholarship and research. The department may wish to examine the feasibility of incorporating such instruction in regular teaching loads, which practice would, of course, call for an enlarged faculty or possibly create teaching posts for advanced graduate students.

The department has four components with a director for each. These persons, along with the chairman, comprise the executive committee for the department. This organization seems to be effective in handling many of the moderate-level decisions that must be made in the operation of the department. We saw no evidence of hostility among these groups, and no suggestion that this division resulted in conflicts about sharing resources. The faculty association that negotiated successfully for substantial salary increases for the faculty has reduced the influence of the departmental chairman and the other intellectual leaders of the department, and has lessened the opportunity for faculty being attracted elsewhere. This will pose a management problem.

We rate developmental psychology as strong. Clinical training fails to meet this standard in spite of the quality exhibited in the central part of the instructional programme; it suffers from inadequate support in the science areas of psychology, and from insufficient institutional arrangements for planned, coherent practicum experiences for all students. That the graduates in clinical get well placed is noteworthy. The department needs to reduce the size of its graduate programme. Since our estimate of the quality of the programme is not in accord with the department's own judgment, we suggest an appraisal of this programme. We rate the overall doctoral programme as adequate.

Recommendation 24

We recommend that the University of Windsor

a) continue the shift towards application in social and developmental psychology,

b) give serious consideration to a reduction in graduate admissions, and

c) have the entire graduate programme submitted to appraisal at the earliest possible date.

York University

The graduate programme in psychology at York offers programmes leading to the MA and PhD degrees, with emphases both on research training and professional training. There are four areas of specialization: general experimental psychology, developmental psychology, social and personality psychology and clinical and counselling psychology.

The programme at York is a very young programme. Yet the size of the faculty and the number of graduate students make it one of the largest programmes in the Province. York developed its programme when other strong psychology programmes already existed in the area. As a result York made an effort to develop strengths in areas other than those in nearby institutions. For this reason York committed itself to developing strong offerings in clinical-counselling, personality-social and developmental psychology. Its general experimental faculty placed emphasis on perception since that was an area not emphasized as strongly at either McMaster or Toronto.

York has a well structured general MA curriculum, required of all MA students, regardless of specialty area. This curriculum probably produces more cohesiveness within the Department than anything else the Department has done, and its existence needs to moderate our later observations about the largeness, the diversity, and the lack of coherence in the more advanced work of the Department.

The faculty at York has completed a long study of the merits of awarding a professional degree. The proposal for a Doctor of Psychology programme is meritorious; its plan would strengthen the preparation of applied psychologists both in their professional skills and in the areas of research normally pursued by persons in professional positions. The attempt is to make the Boulder model of scientist-professional successful. The consultants applaud the effort, agree that the outline of programme is sensible, and wish success for the programme in its effort to increase the research productivity of clinical practitioners. We would argue that York has the stature and resources to institute such a major improvement in conjunction with its current PhD programme. This could be done without weakening the PhD in any way.

The general experimental psychology area is designed to train students in visual perception, psychobiology, animal learning and attention, psychological statistics and measurement. The faculty who offer this training consists of some two dozen members. About half of these people contribute significantly to the literature in experimental-biological psychology, and about half of this half are very productive indeed. The strongest emphasis in research is in the area of visual perception. Although the offering in perception at York is very strong, it could profit from better support in either or both of two neighbouring areas: (1) physiological psychology (sensory physiology, neurophysiology); and (2) human information processing.

Training in life science psychology is appropriate both at the MA and PhD level. The students, about 25 in all, are a top-flight group. They are very well pleased with their experience. Their only complaint was that the great freedom they were given to develop their own research ideas (generally seen as a plus) leads to a difficult period of adjustment for some students. At least for a time they feel lost. Some faculty share this perception and wish that there were a way to decrease the size of the department. The PhD students who complete the programme frequently publish their dissertations, but too often not in the very best journals.

Mechanisms exist for giving students in life science psychology a practicum-like experience during their graduate training. This includes experience in nonacademic applied settings. As the job market gets tighter students should be encouraged to obtain such experience to give them an alternative to a university teaching career. The related idea, suggested in the University's forward plan, of bringing people from industry into the department for added psychological training, could contribute to applied developments. This also should be encouraged.

Facilities and support personnel available to the life science psychology faculty are first rate. There is reason to suspect that the small-cubicle layout of the building provides too many hiding places for some members of the department and interferes with communication. At least among the members of the perception group, however, this is not the case. There is a great deal of interaction. Whether or not space is effectively used is problematical. A brief tour of the building turned up evidence that many of the laboratory rooms had seen no recent activity, and much of the equipment in these laboratories appeared not to be set up as it would have to be to function. Pushing this point, however, elicited the opinion that space was heavily used and even in short supply. Without a more thorough examination of the situation there seems to be no way to resolve this discrepancy.

The developmental psychology faculty aim to train students in both the laboratory techniques and major content areas of developmental psychology. It is intended that students will become competent, both in the broad area of developmental psychology and in some depth in one or more areas of specialization. Training in social psychology and personality is also designed to provide both a broad knowledge of social psychology and personality and intensive training in specialized areas of research interest. These objectives are pursued through a combination of courses, independent research, and practicum training.

Current trends in the fields of developmental and social psychology are toward a more "applied," emphasis which in both areas almost inevitably requires concern with issue-oriented "action research," with greater emphasis on field studies. There are no current plans for any shifts in direction of this sort at York. Most of the social psychologists orient toward the analysis of behaviour studied in the laboratory, and conceptually analyzed and reconstructed into variables virtually unrecognizable in the "real world." Faculty accustomed to this approach find it very difficult to reorient themselves to the problems and dimensions of behaviour of concern to applied interests. There are some faculty at York, however, who do orient toward field studies, and to social research in applied settings.

This issue is particularly relevant to the proposed development of an applied development-clinical option at York. As conceived by the faculty this option makes sense. Three of the current developmental faculty members are clinicians as well as developmentalists. A fourth is actively involved in the application of developmental psychology to education, whilst several others have strong research interests in atypical development. In addition, a number of the clinical faculty members have expertise in the area of child psychopathology and child psychotherapy. Finally, the department is already offering an applied option in early childhood education in conjunction with one of the local community colleges.

The department plans to hire additional faculty in the developmental area to ease the burden on developmental faculty. Faculty expressed a concern with the mounting instructional load in child courses and with a desire to have a person who can portray the new emphasis both to them and to students.

The present clinical-counselling offering, designed for students who wish to prepare for research or practice, has increasingly acquired a community emphasis. Training follows the apprenticeship model wherein students begin their applied training at the beginning of their master's degree and continue through subsequent years. In earlier periods the clinical-counselling curriculum had a minimum of structure. More recently the curriculum has been expanded to include more work in clinical skill development and a greater amount of early part of practicum experience on campus under close faculty supervision. The faculty in the clinical-counselling psychology serve as consultants for a number of outside agencies, and so are actively involved in actual clinical work. The practicum settings available for students are well supervised and provide appropriate clinical experiences.

The clinical-counselling option is difficult to assess. The faculty is very large and has an uneven quality. The size and breadth of the offering makes it difficult to put together a cohesive description. The great freedom given to graduate students in planning their courses of study has usually resulted in productive work but at the cost of a considerable amount of pressure that is placed upon students to make up their own minds about how they will spend their time in study. As these statements suggest it was the consultants' impression that the clinical-counselling offering, in fact, is much less structured than the written materials provided us would suggest. Even so, for an individual PhD student, it is easily possible to obtain an excellent education with the resources available.

A summary impression of the programme at York is that it is an intellectually diverse programme. Faculty range from highly productive to a group who seem to do nothing at all. Unfortunately too many of this latter group are young people with tenure. They can be expected to continue to be unproductive for many years to come. One factor that probably contributes to this particular problem in the graduate programme is the heavy investment in teaching required by a very large number of undergraduate majors.

In too many cases this leaves the graduate student without adequate guidance. In spite of the attractive features of the freedom allowed students to develop their own research, such freedom can get out of hand. The results, when it does, are inadequate supervision of research, slow completion of the PhD degree, and the loss of consistency in the faculty members' research. Some faculty already detect the onset of the last of these results.

A special problem which this department must face is that of incorporating its Atkinson and Glendon faculties where more applied interests and ambitions for graduate participation already exist. Several faculty expressed concern, saying such problems would immediately arise were the proposed applied clinical-developmental specialty implemented, as several competent and interested people exist in these dispersed faculties.

We rate the York programme as outstanding in information processing and perception, and in counselling psychology, and as strong in developmental psychology, theoretical psychology, and clinical psychology. The social-personality area seems to us to show promise of becoming strong as the recruitment of new faculty progresses, and as plans for developing applied psychology mature. We note the problems of the department in sustaining both a heavy load of undergraduate instruction and a heavy training programme at the graduate level.

The review of materials from York led the consultants to anticipate a high level of intellectual involvement in psychological research, and the sort of spirit and excitement that pervades a new and growing place. We found less of that spirit than we expected - less in faculty, less in students. We saw more range in quality and productivity of faculty than we think is healthy. These matters, however, are modifiable, and more easily corrigible than other defects. We are assured by some that our observations are wrong. That is possible. We rate the overall doctoral programme as strong.

Recommendation 25

We recommend that York University

a) continue to offer its master's and doctoral programmes in psychology maintaining its present emphases,

b) give careful consideration to the implementation of its plan for an applied developmental-clinical option,

c) proceed with its plan to introduce a professional PsyD degree, and

d) examine ways to enhance the involvement of its less productive faculty in research and professional development.

LIST OF RECOMMENDATIONS

Recommendation 1

We recommend that restrictions based on national origin should be abandoned.

Recommendation 2

We recommend caution in moving from one level of training to another except in those cases specifically noted in the university recommendations.

Recommendation 3

We recommend against the elimination of graduate programmes on the basis of duplication.

Recommendation 4

We recommend that strength should be added to current strength with the proviso, however, that supporting strengths should exist in all programmes in the interest of breadth of training.

Recommendation 5

We recommend that a brochure should be prepared describing for prospective students the level, orientation and special strengths of the offerings in psychology across the Province.

Recommendation 6

We recommend that the Discipline Group turn its attention to a sharing of experiences with this variety of educational procedures.

Recommendation 7

We recommend that existing strengths should be nourished by the provision of additional faculty and facilities.

Recommendation 8

We recommend that existing activities in the application of psychology be encouraged and that where the necessary strength has developed, careful consideration should be given to the introduction of the PsyD degree.

Recommendation 9

We recommend that one university in the Province be authorized to inaugurate a PhD programme in industrial-organizational psychology.

Recommendation 10

We recommend that one university in the Province be authorized to develop a PhD programme in quantitative psychology.

Recommendation 11

We recommend that Brock University not proceed to develop a master's programme in psychology at this time.

Recommendation 12

We recommend that Carleton University

a) continue to offer its master's and doctoral programmes in psychology in those areas indicated in the text as strong,

b) make a concerted effort to provide additional space and equipment to strengthen the work in biopsychology, developmental biopsychology, and neuropsychology,

c) reconsider its plan to offer public affairs psychology until it has had an opportunity to examine the potential contributions of other sectors of the University, and

d) give serious attention to the problem areas outlined at the end of the discussion.

Recommendation 13

We recommend that the University of Guelph continue to offer the master's programme in those areas representing the current strengths of the department, but that it not proceed with plans to develop a doctoral programme in psychology at this time.

Recommendation 14

We recommend that Lakehead University continue to offer its present master's programme, but that it not proceed with its plan to introduce a PsyD degree at this time.

Recommendation 15

We recommend that McMaster University continue to offer its master's and doctoral programmes, retaining for the present its current special emphases.

Recommendation 16

We recommend that the University of Ottawa

a) give immediate attention to completing the reorganization of psychology to establish the new School of Psychology within the Faculty of Social Sciences and to defining the University's objectives for graduate studies in psychology,

b) give serious consideration to a reduction in graduate admissions, particularly during the next three to five years while the Faculty is consolidating its status as a School of Psychology, and

c) have the entire graduate programme in psychology submitted to appraisal at the earliest possible date.

Recommendation 17

We recommend that Queen's University continue to offer its master's and doctoral programmes in all of the areas now represented.

Recommendation 18

We recommend that the University of Toronto

a) continue to offer its present master's and doctoral programmes, and

b) enter into discussion with the Ontario Institute for Studies in Education to evolve a closer working relationship between the "basic" psychologists at Toronto and the "applied" psychologists at OISE.

Recommendation 19

We recommend that the Ontario Institute for Studies in Education

a) continue to offer its current master's and doctoral programmes,

b) take steps to reduce enrolments to a more reasonable level,

c) give serious attention to the particular degree to be awarded (PhD, EdD or PsyD) according to the individual student's programme and objectives, and

d) enter into discussion with the Department of Psychology at the University of Toronto to evolve a closer working relationship between the "applied" psychologists at OISE and the "basic" psychologists at Toronto.

Recommendation 20

We recommend that Trent University proceed with its plan to introduce a small, limited enrolment master's programme in the psychology of exceptional children.

Recommendation 21

We recommend that the University of Waterloo continue to offer its master's and doctoral programmes in psychology maintaining its current emphases.

Recommendation 22

We recommend that the University of Western Ontario continue to offer its master's and doctoral programmes in psychology maintaining its present emphases but giving special attention to the strengthening of the applied offerings in clinical and counselling psychology.

Recommendation 23

We recommend that Wilfrid Laurier University give high priority to the strengthening and development of its master's programme in psychology along the lines mentioned above and that it be appraised after a suitable interval.

Recommendation 24

We recommend that the University of Windsor

a) continue the shift towards application in social and developmental psychology,

b) give serious consideration to a reduction in graduate admissions, and

c) have the entire graduate programme submitted to appraisal at the earliest possible date.

Recommendation 25

We recommend that York University

a) continue to offer its master's and doctoral programmes in psychology maintaining its present emphases,

b) give careful consideration to the implementation of its plan for an applied developmental-clinical option,

c) proceed with its plan to introduce a professional PsyD degree, and

d) examine ways to enhance the involvement of its less productive faculty in research and professional development.

ADDENDUM

REPORT OF THE LIBRARY ADVISOR TO THE ACAP CONSULTANTS IN PSYCHOLOGY

This overall view is supplementary to the individual reports on each university which were provided to the consultants during the course of the assessment.

Objective

The objective of the library advisor was to provide the Advisory Committee on Academic Planning with an evaluation of the adequacy of library resources in support of programmes in psychology at Ontario universities.

Methodology

Collections and services in support of psychology were assessed in two ways:

1. Evaluation Data. Data were submitted by university librarians in response to a questionnaire designed by the library advisor and circulated to them. These forms for the evaluation of library resources were approved by the Office of Library Coordination and members of the Advisory Committee on Academic Planning for psychol-

ogy. Suggestions received were incorporated into the evaluation forms.

2. Site Visits. A second, extremely important component of each library evaluation was the site visit to each library supporting one of the thirteen established graduate programmes in psychology and the two proposed master's programmes.

The first component of the evaluation, the data collected on the basis of the questionnaire, supplied the library advisor with the following information:

Availability of psychology collections within the university and in the immediate geographic vicinity

Interlibrary loan activity, within Ontario, Canada and outside Canada

Collections policies in psychology, including the decision making process and previous appraisals of the collection

Financial support of collections in psychology

A quantitative description of materials in psychology based on a shelflist count or estimate

A description of the current monograph collection based on a representative sample of current and recent books in psychology

A description of current serial holdings based on a sample of psychology journals drawn selectively from a variety of relevant core lists

A second, more important, component of the evaluation involved the visits of the library advisor to the Ontario universities. Visits were divided into two parts, the first half of each day being spent in the library and the latter half of the day with users in psychology, including in-depth interviews with faculty library advisors, when they existed, and graduate students in psychology. The defect in this procedure was the length of time available in the library. The strength of the division of the librarian/advisor's time was in obtaining a measure of user needs and user satisfaction in the psychological sciences.

7

Finally, it should be emphasized that the statistical information tabulated from the questionnaires was not the determining factor in the final written appraisal for each library. While quantity is important (as determined by such methods as the Clapp-Jordan formula) it is at most a necessary but never a sufficient condition in the provision of effective library collections and services.

Overview of Ontario University Collections and Services in Psychology

Throughout the university libraries of Ontario, there exists an admirable level of collections and services to support research and teaching programmes in psychology. Since individual reports have been prepared on strengths (and weaknesses) in each library's collection, these comments are restricted to generalizations regarding rationalization and financing of these collections.

The fact that considerable duplication of collections exists was not surprising in light of the Spinks Report[1] which found in 1966 that of fourteen existing universities in Ontario, only five had collections adequate to support undergraduate programmes. This report recommended that all university library collections be brought to an acceptable level, although it recognized that all libraries should not contain comprehensive research collections.

The problem, then as now, was the unanswered (and perhaps unanswerable) question of the boundary between library requirements for a good undergraduate education, especially in the senior undergraduate years, and those library resources required for graduate education. A further consideration is the individual researcher whose library needs in support of his own research may require library resources broader in scope than those required by the teaching programmes of his institution. These two factors have made it exceedingly difficult for university librarians to rationalize collections. Library collections development must follow the teaching and research programmes of the university which the library serves. Real rationalization of collections throughout the Province can occur only when teaching and research programmes are themselves rationalized. In short, as the university, so the library!

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[1] Ontario Commission to Study the Development of Graduate Programmes in Ontario Universities. Report to the Committee on University Affairs and the Committee of Presidents of Provincially Assisted Universities. Toronto, 1966.

Despite this bleak prognosis, positive, concrete steps have been taken by Ontario university librarians to optimize use of available resources. One outstanding example occurs in Cooperative Serials Order List, a computer based list of new serials ordered by the University of Guelph, McMaster University, University of Waterloo and Wilfrid Laurier University. This list has helped considerably to reduce the number of duplicate serials ordered by participating universities. Efficient use of the Interuniversity Transit System as well as other regional van services has helped to make interlibrary loan operations more efficient and reliable. The application of computer technology to technical services operations through UNICAT/TELECAT and other in-house systems has improved the speed at which materials are available for use. Almost all Ontario university libraries have introduced some form of on-line bibliographic searching, although performance standards vary from sophisticated to simple. Finally, efficient, fuller utilization of government documents throughout the Province has resulted from the Guelph Document System, developed at that University and soon to be available for on-line searching nationally through the Canada Institute for Scientific and Technical Information.

Considerable diversity exists in the level of library support of psychology throughout the Province. Psychologists working in the areas of biological psychology, clinical psychology, development psychology, psychopathology and brain and behaviour were especially well served at the five universities where a Faculty of Medicine and, therefore, a medical library exists. Similarly, the presence of strong Faculties of Education enhanced library service to psychologists working in the area of educational, school and counselling psychology. A number of university resources in psychology deserve to be considered as outstanding. The criteria for this judgment is based upon comprehensive coverage in fields related to teaching and research programmes, currency of the collections, and supporting services, including the provision of librarian/subject specialists in psychology.

For The Future ...

Despite the above statement that a number of libraries provide outstanding service to psychologists on their campuses, there exists a considerable level of anxiety amongst librarians as well as users concerning the future adequacy of library resources in psychology. Librarians are well aware of the double impact of inflation and a devalued Canadian dollar. At maximum, only four percent of scientific materials required by libraries is published in Canada. This reality has considerable impact upon the purchase of material in psychological sciences as it does in the other scientific disciplines.

If university librarians are to continue their highly effective support of psychology in the future while coping with reduced financing, it seems necessary and desirable that collections coordinators work closely with psychologists to optimize the use of financial resources. This liaison, combined with an increasing rationalization of teaching and research programmes in psychology, should provide for the continued excellence of library resources in psychology throughout Ontario universities.

Frances Groen
Library Advisor.

APPENDIX B

RESPONSE OF THE DISCIPLINE GROUP

Response of the Psychology Discipline Group

General Comments

The Consultants' report reveals a keen appreciation of the diversity of psychology in the province and the many difficulties associted with an assessment of the discipline. The Discipline Group is pleased with the Consultants' recognition that no one model is best for advanced training in Psychology, that great diversity of special strengths exists across the province and that, even when more than one university is found to be outstanding or strong in a particular area, the details of the programme are quite different from department to department. Thus the Discipline Group agrees with the Consultants' conclusion that there is no reason for official nervousness about programme duplication. The Discipline Group also wishes to express its strong support for the Consultants' view, expressed in Recommendation 1, that restrictions of either faculty or students based on national origin should be abandoned. Such restrictions can act only to reduce the quality of psychology in the province. Finally, the Discipline Group is pleased with the Consultants' view "that the overall quality of graduate programmes in the province is very high with the majority of programmes comparing favourably with universities in strong and distinguished groups in the most recent rating of American universities" (A-20).

Notwithstanding the very positive overall view of the Consultants, the Discipline Group continues to have reservations (as previously expressed to the Consultants both in Discipline Group meetings and via departmental responses) about several aspects of the Assessment Report. The group is particularly concerned with the highly subjective nature of the report, the degree to which assertions about programmes are made without reference to ACAP data, or other validating evidence, and the lack of evidence that common assessment standards were applied across departments. Reservations also stem from apparent inconsistencies in the report where, for instance, faculty groups or programmes which are described as excellent or very strong in the description of the department are indicated as less than strong in the Concentration of Strength table. Such problems detract from the credibility of the report and reduce its effectiveness as a planning base for the next decade.

Comments on the Concentration of Strength Table (Table 7)

The concept of a Concentration of Strength table is excellent and the table itself summarizes a great deal of important information. The Discipline Group feels however that the table has two major weaknesses. The first is its failure to distinguish between formal programmes, research interests represented by as few as one faculty member, areas in which dissertations could be conducted in a department and areas in which graduates from that department have found employment. The Discipline Group notes that there is no simple solution to this problem and urges that consumers of the report be made aware of this difficulty in interpretating the content of the table.

The second problem is that the table fails to provide a meaningful assessment of the considerable number of sub specialities offered by universities but not listed in the table. Since the ratings of these areas could vary from very good to totally inadequate the Consultants' failure to provide a clear assessment is an unfortunate omission with respect both to the doubt cast on good areas and the failure to point to inadequate areas. The Discipline Group again sees no easy solution to the problem but feels that potential consumers of the report should be aware that exclusion of a programme from Table 7 does not indicate its inadequacy.

Comments on the Assessment of Social Psychology

The Consultants conclude that strength in social psychology "is just beginning to develop in the province" (A-27) and, while they rate one programme as outstanding, five of the remaining eight doctoral programmes were not seen as areas of strength. The Discipline Group is concerned that the absence of a professional social psychologist on the Consultant team resulted in a more negative assessment of social psychology than is warranted by the strength which exists across the province.

Library Report

The Discipline Group was most impressed with the report of the Library Consultant. Mrs. Gruen is to be commended for the exemplary manner in which this difficult task was performed and particularly for her use of data-based and common assessment standards across departments.

Response to Specific Recommendations

a) Recommendation 5

> "That a brochure should be prepared describing for prospective students the level, the orientation and specific strengths of the offerings in psychology across the Province".

Given the availability of the American Psychological Association "Guide to Graduate Study in Psychology" and the guide to Canadian graduate programmes being prepared by the Canadian Psychological Association the Discipline Group finds an Ontario brochure unnecessary. In addition, because of the concerns expressed above, it is felt that the preparation of a brochure based on the Assessment could have a serious divisive influence among Ontario departments.

b) Recommendation 6

> "That the Discipline Group turn its attention to a sharing of experiences with this variety of educational procedures".

The Discipline Group agrees with this recommendation and intends to meet at regular intervals, not only to exchange experiences but also to continue consultation with ACAP on matters concerning the future of graduate psychology programmes in the province.

c) Recommendation 8

> "That existing activities in the application of psychology be encouraged and that where the necessary strength has developed, careful consideration should be given to the introduction of the PsyD degree".

In the preamble to Recommendation 10 the Consultants conclude that the Doctor of Psychology degree should be introduced on a selective basis. The Discipline Group is disappointed that the Consultants provide no justification for this view and feels that it would be premature to embark on the development of such programmes at this time. The Discipline Group agrees with Recommendation 8 that careful consideration be given to the introduction of the PsyD degree and recommends that a sub-committee of the Discipline Group be struck to examine the merits of such programmes in detail and report their findings to ACAP as soon as possible.

d) Recommendation 9

> "That one university in the Province be authorized to inaugurate a PhD programme in industrial-organizational psychology".

The Discipline Group agrees with the intent of this recommendation, that the development of doctoral studies in industrial-organizational psychology be encouraged in the province, but disagrees with the view that the best way to achieve this is by authorizing one university to inaugurate such a programme. The Discipline Group feels that industrial-organizational programmes should be considered in a variety of departments, where appropriate related strengths exist, and that the development of several industrial-organizational programmes, closely tied to existing strengths, is a more appropriate goal that would result in programmes with differing emphases and strengths across the province.

3) Recommendation 10

> "That one university in the Province be authorized to develop a PhD programme in quantitative psychology".

The Discipline Group disagrees with the recommendation that one university be authorized to develop a PhD programme in Quantitative Psychology. The group believes rather that efforts in this area would be better devoted to providing the best possible training in quantitative methods for students in existing doctoral programmes; an approach which will allow students working in substantive areas to develop a specialization in quantitative psychology.

1979 01 12

APPENDIX C

UNIVERSITY COMMENTS

Comments appear from Brock, Carleton, Guelph, Lakehead, Laurentian, McMaster, Ottawa, Western, Wilfrid Laurier, Windsor and York.

Queen's, Toronto, Trent and Waterloo wished to make no comment.

BROCK
UNIVERSITY
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January 17, ,979

Ontario Council on Graduate Studies
Advisory Committee on Academic Planning
Appraisals Committee
130 St. George Street, Suite 8039
TORONTO, M5S 2T4.

Dear Sirs,

We have only one brief comment to make with respect to the Report of the ACAP consultants on the Brock Psychology program.

A reference is made to "inexperienced" faculty members at Brock and while we certainly agree that our faculty is a young faculty, its publication record and its record in receiving grants suggests that the faculty members are anything but inexperienced.

We suggest that the term "inexperienced" is misleading particularly in the light of developments, including the receipt of several substantial grants, which have taken place since the Appraisals Committee visited this campus.

Yours sincerely,

W. A. Matheson

W.A. Matheson, Dean,
Division of Social Sciences

Jack M. Miller

Jack M. Miller, Chairman,
Senate Committee on Graduate
Studies & Research

cc: D. Lordahl

WAM/bb

CARLETON UNIVERSITY
REPLY TO CONSULTANT'S REPORT ON PSYCHOLOGY

In its earlier response to the Consultants' draft report, Carleton University pointed to several errors of fact which led the Consultants to incorrect conclusions, namely that faculty and student enthusiasm, space, faculty and student research funding, and "sense of University" are actual or potential problems in the Department of Psychology. The errors made by the Consultants, which they have failed to correct in their final report, occurred because of their failure to take account of available factual evidence and at times because of reliance upon subjective impressions in the face of continuing factual data. To take each point in turn:

1. The Consultants' inference of lower than normal levels of enthusiasm in the Department of Psychology was based on brief group meetings which they held with some students and faculty members. To make such an important judgment on such a basis with such limited opportunity for systematic observation of departmental activity is an error in itself. It is compounded by their ignoring clear factual indices of enthusiasm and scholarly involvement which they had in their possession.

One available and valid index of faculty and student enthusiasm is the number and the quality of student publications and paper presentations at scholarly conferences. For example, available to the consultants (in Carleton's report to ACAP, p. 59) was the fact that in May and June of 1977 twenty paper presentations were given at professional conferences by Carleton's M.A. and Ph.D. students. Full time graduate enrollment in that year was 46. This unusual record could not have been achieved without a high level of enthusiasm on the part of students and a high level of involvement on the part of their faculty supervisors.

Another available index of graduate student scholarship and research involvement is found in the numbers of students who receive continuing external grant support. Students are clearly awarded such scholarships partly and importantly on the basis of demonstrated research involvement. The Consultants' produced Table 6 (why have data only for 1976-77 been reproduced in this table?) but failed to use these data explicitly in evaluating graduate programs. According to Table 6, the proportion of external grants in 1976-77 was higher at Carleton than at two other universities ranked "strong" and higher than one ranked "outstanding" overall. Corresponding data for doctoral students over the total five year period of concern to ACAP show that 50% or more of Carleton's doctoral students were scholarship recipients in each of these years. In 1974-75 Carleton was second only to Queen's in this respect, in 1975-76 Carleton ranked fourth in the province behind Toronto, Queen's and Waterloo, and in 1976-77 Carleton and Queen's ranked together second to Toronto.

In short, judged by empirical data which were omitted or not used by the Consultants, graduate students at Carleton are among the more productive, able students in the province. These facts are more important indices of scholarly involvement and intellectual satisfaction to us than the brief displays of enthusiasm or lack thereof on which the consultants seem to have based their impressions.

2. Finding adequate space for psychological research has not been a problem in the past, nor will it be a problem in the future at Carleton. Judged by the fact that no research program or proposal has ever failed to be conceived or developed because of lack of space, Carleton's space resources continue to give adequate scope to the ideas of its faculty members and students.

Furthermore, the University has continued to respond positively to additional space requirements which have arisen from the natural development of research ideas and from developments in the field. Since the Consultants visited Carleton, for example, very major increases in activity in human neuropsychology (including the electrophysiology of sleep) and in chemical assay work and histology associated with biopsychology have led the University to increase the total amount of research space allotted to psychology by 17%. This represents an increase of 30% for biopsychology alone. Carleton is unaware of any other university in the province which can be said to enjoy a similar space "problem".

3. Carleton University sees increasing faculty research grant funds to be of universal concern to all departments across Canada. But Carleton cannot be singled out as having a particular funding problem, as the following facts show (these facts were available to the consultants in ACAP's Macro-Indicator data).

In 1974, 1975 and 1976, Carleton's faculty in psychology received 7.0, 7.5 and 6.3 thousand dollars per full time graduate faculty member from external funding agencies. With respect to other psychology departments in the province, Carleton ranked 6th, 5th and 6th in these respective years. In each of these years, Carleton's faculty research funding was on a par with Waterloo's and almost double York's in every year. Faculty research funding was not mentioned by the Consultants as a problem either at York or Waterloo. Carleton finds this inconsistency in the Consultants' treatments of various universities inexplicable, expecially in light of similar data now available for 1977-78 when grants to Carleton doubled to 12.8 thousands per full time faculty member. In terms of absolute numbers of research dollars brought to Carleton in 1977-78 (384,000), Carleton ranks fourth in the Province of Ontario in 1977-78, behind only Toronto, Western and McMaster.

4. All graduate students in the Department of Psychology are given financial awards by the Office of Graduate Studies and Research as long as they remain full time students in good standing. Above and beyond this basic funding, all student research in psychology is funded by a combination of departmental monies and faculty research grants. This has been departmental practice since 1966. Not only does the department routinely fund student thesis and independent research over and above that provided by faculty research grants, but it also pays for ancillary research costs such as the xeroxing of manuscripts for publication, and for final thesis copies. Finally, the department arranges for full return air fare for students who have research papers accepted for presentation at professional society meetings (all twenty of the student papers mentioned in 1, above, were so funded). When these facts and the high level of faculty research funding are taken into account, Carleton finds the Consultants' judgment that student research funding is less than adequate to be baffling.

5. The Consultants refer to the need of the Department of Psychology to develop a greater sense of University and to increase its interactions with cognate disciplines. In fact, both a "sense" of University and a great many such interactions exist and were evident in Carleton's ACAP brief.

Carleton is a young University whose strategy for development has been based on the premise that formalized interdisciplinary and multidisciplinary programs do not work well unless they rest upon robust disciplinary programs of study and research. But this strategy has not limited interdisciplinary work, which has grown steadily since 1966, and which flourishes on an informal basis. Every research unit in the Department has developed important links with other departments at Carleton and elsewhere in Ottawa, and for several of these units the rapid increase in interdisciplinary work has led or is leading to formalized liaisons.

Carleton's co-operative joint course of study in human neuropsychology with the Department of Psychology at the University of Ottawa evolved from joint research and teaching efforts dating from 1968. Teaching and research in developmental biopsychology at Carleton have been enriched by the adjunct involvement of faculty members in biochemistry from Ottawa University's School of Medicine and by common research projects and student supervisions undertaken with Carleton's Department of Biology. Research with certain animal species has resulted in co-operative efforts involving faculty and students with the Department of Health and Welfare. Carleton's sleep laboratory shares facilities, research interests, and adjunct professors with comparable laboratories at Ottawa University and with faculty members in Carleton's Department of Sociology and Anthropology. Developmental psychologists are planning to strengthen the existing research concentration in Early Childhood through formalized co-operation with Carleton's newly formed School of Continuing Education. Exploration in the application of psychology in a variety of applied settings has led to joint research projects with Carleton's School of Architecture and to the co-operative mounting of graduate student internships in a variety of local settings such as the Ottawa Board of Education, the Law Reform Commission, and the Children's Hospital of Eastern Ontario. Faculty members from Carleton's Department of History routinely serve as resource persons for thesis research on the history of psychology, and Carleton's historians of psychology are involved in the development of programs in medieval and renaissance studies in Carleton's Faculty of Arts. Carleton's Faculty of Engineering is currently registering students in psychology's research methodology courses, and these students and their supervisors are involved in the development of instrumentation and research programming for a variety of laboratory settings in psychology. Social psychologists and the Faculty of Engineering have long shared the unique "Wired City" facility for both teaching and research purposes.

In summary, defined by interdisciplinary, interdepartmental, and inter-university research and study, the "sense of University" and interaction with cognate fields within Carleton's Department of Psychology is strong. Such joint activities have been and will continue to be formalized, but only as the natural growth of the Department makes such arrangements prudent and mutually beneficial.

Comments of the University of Guelph
on
Consultants' Report on Psychology

Based on three goals pertaining to excellence and the challenges of the next two decades, the consultants make ten general recommendations. Our comments are as follows.

#1-- (restrictions based on national origin) may be pertinent if addressed to universities which of their own accord impose such restrictions. But if it is addressed to the university collectivity it is misdirected, because as a collectivity the universities have deplored restrictions beyond their control, which they are obliged to impose.

#2-- (levels of training) is advice to the universities in which we concur.

#3-- (duplication) is based upon the consultants' discussion on pages A21 and A22 of matters of duplication. Accepting no unnecessary duplication currently, it need not be that future duplication will also be necessary. We consider that unnecessary duplication should be avoided.

#4-- (strength...to strength) is a sensible recommendation in which we concur.

#5-- (brochure) the need for such a brochure is not at all clear, in view of the present coverage by APA and the proposed brochure being developed by the Canadian Psychological Association.

#6-- (sharing of experiences) would probably be helpful; we agree.

#7-- (provision of additional faculty and facilities) is a worthy objective, but probably less than realistic in the present fiscal climate.

#8, #9 and #10 all pertain specifically to doctoral programs, they are not applicable to the University of Guelph at this time.

The statement on the University of Guelph (page A59 et seq) refers to our MA program as "excellent", a most gratifying general commendation. The consultants' Recommendation 13, calling for continuation of the masters program"...in those areas representing current strengths of the department" prompts us to attempt to ascertain the strengths to which reference is made. (a) In Table 7 (page A25) clearly there are 3 fields of noteworthy strength; "animal learning and behaviour", and "developmental psychology" both being regarded as outstanding, and "applied psychology" as strong. (b) A few pages farther on (page A35) "applied offering in child psychology...verges on being outstanding" while, "animal learning" and "applied social-community psychology" are described as strong. But it is startling to find reference to "strong offerings" in psychopharmacology; our surprise is due to the fact that we do not regard ourselves as offering work in this topic. Possibly the consultants are referring to faculty members who may be interested in psychopharmacology, but this is not at all the same thing as offering to graduate students an emphasis in that topic. It would be a pity if there were similar misunderstandings relative to other universities. (c) Finally, in pages A59 to A63 additional references involving commendatory encouragement of the "life science psychology faculty" on page A59, followed by reference to a "potentially unique development" which "should be encouraged", namely, the applied researches of some of the life science psychology faculty (page A60). Also on page A60 the "developmental and applied psychology" faculty are commended on "a remarkably fine applied child psychology offering". Then, on page A62 there is a reiteration of the ratings of "outstanding" and "strong" to the three emphases so rated in Table 7 (page A25).

Our concern, essentially, is that the lack of reference to such areas as social, personality/experimental psychopathology, information processing and perception, human learning, and biopsychology prevents us from identifying which of them should be regarded as "adequate", which as "good" or "very good" and which as other. These are words which appear elsewhere in the consultants' reports about other places--but even there one cannot be sure of the ranking order of these quality terms. We wish the consultants had been able to have helped us by providing to us the ranking of our own areas which we had requested. It is in these circumstances, therefore, that we welcome ACAP's paraphrasing (Recommendation C17) of the consultants' Recommendation 13; the reference to "maintaining its current emphases" is a more manageable guide.

The Addendum from the Library Adivsor reports "...a considerable level of anxiety...concerning the future adequacy of library resources in psychology". Similar anxiety applies to most other disciplines. The matter of service, therefore, involves exploitation of the total library holdings within the collectivity, not merely the holdings of any one library.

11 January 1979

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Lakehead University
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GRADUATE STUDIES

January 25, 1979.

Dr. H. H. Yates,
Executive Vice-Chairman,
Ontario Council on Graduate Studies,
130 St. George Street, Suite 8039,
TORONTO, Ontario. M5S 2T4

Dear Dr. Yates:

Lakehead University accepts the ACAP Discipline Assessment in Psychology without adverse comment.

We do, however, wish to keep open the possibility of introducing Psy. D. studies at a time beyond the first quinquennium. We regard this as a suitable evolution for the M.A. programme which we offer at present.

Yours sincerely,

SW:jkp

STANLEY WALKER,
Dean of Graduate Studies.

C - 9

LAURENTIAN UNIVERSITY UNIVERSITÉ LAURENTIENNE

SUDBURY, ONTARIO, CANADA
P3E 2C6

SCHOOL OF GRADUATE STUDIES
ÉCOLE DES ÉTUDES SUPÉRIEURES

TEL. (705) 675-1151 EXT. 213

10 January, 1979

Dr. H.H. Yates,
Executive Vice-Chairman,
Ontario Council on Graduate Studies,
130 St. George St., Suite 8039,
Toronto, Ont.
M5S 2T4

Dear Dr. Yates,

Psychology Assessment: Consultants' Report

The references to Laurentian by the consultants, and the inclusion of a statement on Laurentian's programme, are welcome modifications of the initial lack of reference, and I am glad to see them. The Psychology department still feels, however, that after the initial queries about the relationship of the interdisciplinary Child and Development Studies to the assessment, it was unfortunate that the consultants did not accept our positive invitation to visit the campus on general grounds, particularly as the other non-graduate university programmes were visited.

The direct comment on Laurentian is favourable and is appreciated; but it does not bring out some particular strengths and aspects of our programme. We would like to see reference made in the comment to the following points:

i) Our programme is fully bilingual - the only one in the province apart from Ottawa, and having different strengths and emphases.

ii) The department serves a major regional need, not only in its full-time programmes but by its extensive involvement with part-time programmes across the region.

The question of need is put in what appear to be mutually contradictory statements by the consultants in the central paragraph of page A.33. This states, in consecutive sentences,

a) "we would see little imminent need for the establishment of another programme in psychology at the post-baccalaureate level at Laurentian"

b) "There is an obvious demand for a master's programme since Central Michigan enrols 60 such students in Sudbury."

(N.B. The Central Michigan programme is a short period part-time programme for an M.Ed., based on a 3-year degree and some teaching experience; its standards are not ours. We are concerned, however, inasmuch as it is available as a substitute masters programme which attracts students who would be in our programme were it available, or in a qualifying year. It is organised through Cambrian College.)

We can affirm that the need is there - many surveys have been made and there is both full-time and part-time pressure for a programme. The interdisciplinary programme will cater for part, but not all, of this potential student body.

I believe that the department will be responding separately with comment to the discipline committee. Although Laurentian University is not directly involved in this assessment, we must clearly be pleased that such a scrutiny shows a healthy and high-quality standard of endeavour in the discipline.

Yours sincerely,

E. Wright
Director,
School of Graduate Studies

EW:dc

c.c. Chairman, Dept. of Psychology
Dean, Social Sciences
Dr. Jensen, Acting Director
Child & Development Studies
Vice-President Academic

C - 11

McMASTER UNIVERSITY
Dean of Graduate Studies
1280 Main Street West, Hamilton, Ontario, L8S 4K1
Telephone: 525-9140

January 23, 1979

Dr. H. H. Yates
Executive Vice-Chairman, OCGS
Council of Ontario Universities
130 St. George Street, Suite 8039
Toronto, Ontario
M5S 2T4

Dear Dr. Yates:

Re: Consultants' Report on Psychology

The views of McMaster University concerning this Report may be summarised as follows:

1. The Consultants have made a thorough and thoughtful assessment of the status of graduate education in psychology in Ontario, and of the nature of the programmes at each university.

2. The current concerns about duplication in graduate programmes and the question of provincial needs have not been faced squarely by the Consultants.

   It appears illogical at the present day, for instance, for the Consultants to accept the principle that enrolment reductions are needed (A-38,39), and yet to affirm that:

   > "we see no reason at all for official nervousness about duplication of programmes" (A-21);

   in fact, Recommendation 3 of the Consultants' Report (A-43) urges that duplication should not be a basis for elimination of programmes.

3. The Recommendations that Ph.D. programmes in quantitative psychology be initiated (Number 10, p. A-47) appear unnecessary. Strength in this area already exists at a number of institutions and quantitative methods are basic tools in most of the sub-disciplines rather than a substantive field of study.

We have no objection to these comments being included in the final report.

Yours sincerely,

Denis M. Shaw
Dean

DMS:sj
cc: Dr. A. N. Bourns
Dr. A. A. Lee
Dr. D.W.L. Sprung
Dr. J. R. Platt

Université d'Ottawa **University of Ottawa**

OTTAWA, ONTARIO
Canada K1N 6N5

CABINET DU RECTEUR OFFICE OF THE RECTOR

RESPONSE OF THE UNIVERSITY OF OTTAWA TO THE REPORT OF THE A.C.A.P. CONSULTANTS IN PSYCHOLOGY

Since the response of the Discipline Group presents global comments with which we agree, our response will focus on the section concerning the University of Ottawa.

We first want to stress the fact that our School of Psychology has not evolved along the same model as most other departments in North America and particularly in Ontario. Historically, it has developed with a major emphasis on professional training in clinical and counselling psychology, giving paramount importance to its four internal training units. This basic orientation has developed some unique features, and some of these have been recognized by the consultants. Our programs have been perceived as having given a lesser emphasis on what is called scientific foundations, life-science research and publications. We shall comment and try to rectify in part this perception later in this brief.

Once again, we have to remember that the period during which the assessment was conducted was one of considerable stress due to major administrative and geographical changes which, we are convinced, overemphasized some of the weaknesses of our School of Psychology and did not help in the presentation of its strengths. Two different deans (while Psychology was a Faculty) and two directors (since it became a School) were involved with this A.C.A.P. assessment, each of the last three interacting with the consultants at various points in time. Consequently, there were problems of co-ordination resulting in some material not being submitted to the consultants and an incomplete planning of the site visit. The graduate program directors, for instance, had very limited contact with the consultants (one consultant was unable to attend a scheduled meeting with the director of our general-experimental psychology program). For these reasons, clarifications and rectifications need to be presented on some of the concerns expressed by the consultants, and some recent improvements which were not clearly communicated to them must also be indicated to set the record straight.

1. The scientific basis of Psychology

The consultants indicate that life-science psychology is poorly represented in our programs (p.A-79). We note, however, that in contrast with other Ontario departments of Psychology, we emphasize basic psychology at the undergraduate Honours level. For example, we offer advanced research design and multivariate analysis (two full courses) at the Honours level. In addition, we offer two full compulsory undergraduate courses in biopsychology with laboratory components. Graduate students coming from outside are now expected to have completed the equivalent or are required to take these courses.

2. Quality of research

The consultants express concern about the poor quality of research as indicated by difficulties with graduate theses in their submission (p.A-77), the lack of publications arising from theses (p.A-78) and the lack of research grants (p.A-81) as well as faculty publications (p.A-82).

a) It should be noted that in the period of 1969 to 1977 inclusively, among the 69 Ph.D. theses submitted, 23% (16) rather than 33% as is alleged on p.A-77, were judged to require revision before the defense. Of these, four were finally rejected before 1974 and only one since then.

b) Unfortunately, because of the succession of deans and directors, the consultants did not receive information concerning the publication of theses. Actually, in 1974-75-76, 11 Ph.D. theses out of 38 led to publications, the great majority in well recognized refereed journals. Although not satisfactory yet, this ratio must be interpreted in the context that most theses were in applied areas and that in the clinical-counselling area, publications beyond the degree were not considered and indeed were not important for the career of the authors. A larger ratio is expected with theses defended since 1977.

c) We are surprised that the consultants did not recognize our strength in psychopharmacology associated with our primate laboratory (Behavioral Pharmacology Unit) which was at the time of their visit fully operational and grant supported ($40,000 in 1977-78).

d) The consultants have not seen some of our research facilities notably the two Human Sleep Laboratories and the Animal Sleep Laboratory, which are grant supported (NRC, MRC) and our Experimental Social Laboratory. It can be added that as of January 1979, all our laboratories which were scattered in a number of locations (4), on and off campus, are grouped in fully renovated and modern facilities. These will include laboratories in human bio-psychology, animal, sleep, perception, learning, social psychology and social relations.

e) Furthermore, two staff members have conducted extensive contractual research projects for the government ($44,360 and $45,000 respectively, in 1976), in the evaluation of second language programs, both involving graduate students and leading to publications.

f) There has been a recent significant improvement in external grant support. While in 1976-77, only one full staff member received an NRC grant and none a Canada Council grant, this year, three have received NRC grants and two have received Canada Council grants. Four out of the current six staff members primarily in the life-science area receive external grant support.

g) It should be noted also that publications in refereed journals from staff have increased by 50% over the last three years, particularly with the new appointments.

h) Among the six recent appointments (since 1976) five were in foundational psychology (psysiological psychology, learning, perception, psycholinguistics, psychopharmacology).

3. Student financial support

The consultants noted that graduate students received little financial support (A-81). The situation has improved very significantly. In 1978-79, close to half of our 130 full-time graduate students are receiving a minimum of $3,000 for teaching or research assistantships from the University budget. Over the previous year, this represents an increase of more than 300% in term of funds and an increase of 25% in terms of the number of students supported.

4. Child Study Centre

The Child Study Centre is criticized for not being sufficiently research-oriented and for having too few outside relationships. Since the consultants' visit, the Centre has undergone a full evaluation and, following recommendations of three outside consultants, we have taken steps towards improving research and training. Under a new administrative structure, research teams and programs are being developed and avenues for more extensive contact with other faculties, particularly Education, and with government and municipal agencies are being explored.

5. Graduate enrolment

We agree with the consultants that there should be a reduction in graduate enrolment in psychology at the University of Ottawa and we have already reduced admissions by more than 50% at the Ph.D. level. This reduction will facilitate the consolidation of our modified graduate programmes and changes in school structure as outlined below.

6. Reorganization of the School and program revisions

Since the consultants' visit, consolidation of the School of Psychology within the Faculty of Social Sciences has taken place. In addition, the internal structure of the School has been changed. More importantly, since the consultants' visit, an extensive examination of our graduate programs has been conducted and a series of modifications are to be submitted to the University Senate for implementation in September 1979. Keeping the same basic orientation and the same areas of specialization, the main feature of these changes is the admission of students from the Honours into a four-year Ph.D. program in professional areas (clinical, counselling and child). This model will allow a concentration of basic core courses (life sciences) in the first two years in conjunction with research training and thesis work, leaving the bulk of internship training for the last two years.

A graduate committee is being introduced to monitor the various steps of the thesis research and submission as well as to oversee the administration of the programs.

We expect that this model will lead to significant improvements in thesis quality and in training in foundational psychology while allowing for the preservation of our strengths such as in counselling (recognized by the consultants) through our unique approach resting upon our internal training units. Instead of being immediately involved in clinical internships, our Ph.D. students will first receive training in basic psychology and begin work on a thesis proposal in their first year. These and other modifications should also put our program well within the accreditation framework of OPA and APA. Our initial plan for the introduction of a Psy.D. program has been put aside.

Finally, we intend to admit a small number of post Honours students into a three-year Ph.D. program in Experimental-Theoritical Psychology in which students will follow an individually tailored research program. Again, this model should further improve our research training and strengthen our overall Ph.D. program. In the interim, we are retaining our M.Ps. program and will limit our M.A. degrees to certain good students who cannot complete the Ph.D.

7. Bilingualism

We are pleased that the consultants have recognized the bilingual nature of our programs which is such an essential element in the preservation and development of French culture in Ontario. Although bilingual staffing presents some limitations in the availability of staff in some areas, we are committed to continue to offer Ph.D. training to francophone students. On the basis of the success of our graduates in finding jobs and also of recent requests from various sources (private and public sectors), it has become very clear that there is a very significant and urgent need in Ontario for bilingual Ph.D.'s in the clinical-child-counselling fields.

Roger Guindon -

Roger Guindon, O.M.I.,
Rector

January 15, 1979

1878-1978
The University of
Western Ontario

Office of the Dean

January 15, 1979

Dr H. H. Yates
Executive Vice-Chairman
Ontario Council on Graduate Studies
Suite 8039
130 St George Street
TORONTO, Ontario
M5S 2T4

Dear Dr Yates,

I am writing to forward the response of The University of Western Ontario to the Consultants' Report on Psychology.

Psychology represents one of the most difficult disciplines to be assessed in the program of graduate planning for Ontario being conducted by the Advisory Committee on Academic Planning. It represents a large number of subject areas which are not necessarily mutually exclusive and for which uniformity of definition may be lacking. The Consultants' Report is disappointing not only because of its failure to validate with specific evidence the assertions it makes, but also because of the questions it fails to address and the future vistas it leaves unexplored. While the Report makes many quality judgements with which one can agree, its failure to identify the criteria upon which the judgements are based undermines the confidence one can have in those judgements which are at variance with one's own perception of the situation.

In Recommendation 8 the consultants encourage the application of psychology and we fully endorse this view. We feel, however, that this should be accomplished within the framework of Ph.D. programs in applied psychology where students acquire the ability to comprehend new research and incorporate it rapidly into the services they deliver. The introduction by universities of Psy D programs at this stage in discipline development would undermine public confidence in the applied psychology Ph.D. programs currently underway. It is premature to request formal proposals for a new departure of this magnitude and a committee should be established to determine the relative merits of a Psy D degree before universities undertake the implementation of such programs.

Recommendations 9 and 10 commend the introduction of Ph.D. programs specifically devoted to industrial-organizational psychology and to quantitative psychology. Graduate training in both areas is typically carried on within existing programs such as social psychology, applied psychology, personality, and general experimental methods and statistics. While there is great demand in Canada for students with a background in industrial-organizational psychology, there does not appear to be sufficient demand either from students or from employers to justify a fully articulated program in quantitative psychology. While quantitative psychology is described by the consultants as being a strong area at Western, it seems more prudent to provide students in a substantive area with rigorous instruction in quantitative methods rather than have students limit themselves to quantitative methods *per se*.

A major section and Recommendation 22 of the Consultants' Report deals with our program in applied psychology. While this area represents the most recent development in psychology at Western, the counselling stream in the applied area has a highly productive history which enjoys greater recognition by the American Psychological Association than the implication of Recommendation 22 would suggest. A report to a recent A.P.A. meeting (Toronto, August 1978) lists the 15 leading psychology departments in terms of research published in the Journal of Counselling Psychology. The only Canadian psychology department among the first 15 is Western, and it ranks number three. As with any new venture, appraisal after this program is fully established is most desirable and we will be submitting it to outside assessment.

Yours sincerely,

HBS*nl

H. B. Stewart, Dean
Faculty of Graduate Studies

Response to and Comments upon the Consultants' Report to ACAP on the W.L.U. Master's Programme in Psychology

1. Generalities:

a) While the University recognizes the many difficulties inherent in achieving adequate perceptions of complex social phenomena on the basis of once-only time-limited encounters, it nevertheless submits that the Consultants' Report on the W.L.U. Master's programme in Psychology leaves much to be desired in terms of clarity, completeness, accuracy, and organization. This is not to say that the report fails to identify real flaws and/or significant strengths in the programme--but only that many of these insights and observations are couched in impressionistic language without specific empirical referrents or analytical detail. While there is some semblance of structure in the Consultants' Report, it is too often difficult, and sometimes impossible, to discern whether an observation or a judgment applies to the M.A. programme as a whole or to only one or the other of its component specializations. An illustration of this might be the reference to the "view of the department that to develop its potential it will need at least two additional faculty" (pp.A 125,126). The context in which this reference occurs suggests that it applies to the General Experimental option; in fact the department had indicated the need for additional faculty in the Social-Community option!

b) It should be acknowledged that at the time of the Consultants' visit the department was still engaged in clarifying and articulating the differential educational foci of the Social-Community and General Experimental options--and the department's lingering uncertainties were undoubtedly reflected in the Consultants' comments which tended to oscillate vaguely from one focus or programme to the other. It can be said that vigorous and successful efforts have since been deployed towards resolving any residual ambiguity in the respective foci of the two options. Specific data in this regard will be found in subsequent paragraphs of this document.

c) Conscious of the interest felt by both the Consultants and ACAP in the distinctiveness of a particular programme's emphases within the discipline's province-wide distribution, we were heartened by the Consultants' emphatic commendation of the W.L.U. Social-Community programme as a unique and timely disciplinary specialty in this region and Province.

d) In the sections which follow, we attempt to address systematically the major comments made by the Consultants in respect of each of the two programme options in Psychology at W.L.U. correcting or complementing, where necessary, the Consultants' judgments and perceptions, and, where appropriate, indicating any remedial action or developmental steps undertaken since the on-site visit. We allow ourselves the comment that it would not be possible to address the Consultants' criticisms in the order of their occurrence in the Report except at the cost of coherence and logical sequentiality.

2. Response to Consultants' Comments on the Social-Community Option

a) Faculty resources and deployment:

The Consultants refer to the effects of the absence of two key faculty who were on leave (p. A 124) and on the need for additional faculty (pp. A 125,126).

i- The return, in 1978, after sabbatical leave, of Drs. Sidney Hellyer and Edward Bennett has contributed significant further strength to the Social-Community programme. Their sabbatical projects were designed with a view to emerging departmental needs and objectives.

Dr. Hellyer spent his leave working directly with Dr. Murray Levine, a senior professor at the S.U.N.Y. at Buffalo and a well-known researcher in Community Psychology. His purpose was to engage in intensive retraining to develop further his theoretical and research skills in Community Psychology and Evaluation Research. Upon his return to the W.L.U. campus in September, 1978, Dr. Hellyer became the Director of the Social-Community programme.

The major part of Dr. Bennett's sabbatical year was spent in North-Western Ontario working with native people and white citizen groups, civil servants, and education leaders on the delineation of mental health needs and development of appropriate programmes. As a result of this involvement, one community mental health program proposal is in the process of government review for funding and two others are in preparation for submission. A second sizeable commitment, both previous to and during that year was as a Professional Advisor to the Ontario Division of the Canadian Mental Health Association. In addition, several days a month were spent as a visiting Fellow in the Institution of Public and Social Policy, Yale University, under the sponsorship of Dr. Seymour Sarason, a professor well-known for his publications in Community Psychology. These professional contacts and experiences are yielding important benefits in the conduct of his work with the graduate students in Social-Community.

ii- The University is actively engaged at this time in the filling of two other faculty positions. One of the appointees will be specifically identified with Community Psychology, with responsibility for a graduate course in evaluation research, and for supervision of practica and theses. This person is expected also to be actively engaged in appropriate field research and in professional action at the community level. For the second position, efforts are under way to secure the services of a senior academic with strong research credentials in social psychology. This person will be expected to teach a graduate course in Social Psychology, to carry forward an active research programme, and to serve as an advisor to graduate research projects in both Social-Community and General Experimental programmes.

iii- The further expectation is that the person selected to fill the second position will be appointed as Chairman of the Department, carrying general administrative responsibility for the two Master's programmes, each of which has its own Programme Director.

b) Focus of option: clarity of definition:

The Consultants allude to their difficulty in differentiating the two programme options (p. A 124), and to a perceived reluctance to see the Social-Community option as "applied" (pp. A 127,129).

We submit that an objectively clear and documented distinction between the two programme options was in fact available to the Consultants at the time of their visit. However this information was somehow overlooked.

Whereas the Consultants made no systematic analysis or substantive criticism of the Social-Community option, it may be useful to recapitulate here the essential features of the programme as contained in documents filed at the time of the Discipline Assessment:

i- the central purpose of the Social-Community programme is to prepare students to become research consultants to a variety of field settings, with a view to facilitating the development of community resources in the broad area of health and special education delivery services. There is also a major and deliberate emphasis in the programme, on primary prevention.

ii- the programme of studies normally comprises two years of work, the second year being devoted essentially to thesis research.

The content and sequencing of courses and practice placements in the first term are directed towards the development of the students' skills in collecting, organizing and conveying information to target populations. Structurally, it comprises:

a) a course in Statistics
   a course in Field Research Methods
   a course in Programme Evaluation

b) placement in a practice setting.

The second term is devoted to:

a) a critical examination of the theoretical and research literature in social and community psychology.

b) involvement of the student in active consultation to selected community agencies.

These second term learning experiences are designed not only to refine the student's acquired skills, but also to develop a conceptual framework for appreciating the methodological and practical problems inherent in the functions of a resource person.

The thesis research in the second year helps the student gain first-hand understanding of how community settings define their own research problems and of how these can be collaboratively redefined towards generating meaningful and useful data. It helps the student, also, to gain insight into both the intended and the unintended consequences of such research.

It should be abundantly clear from the foregoing that the Social-Community option is an "applied" programme, and it continues to elude us as to why the Consultants felt that there was resistance to this concept in the department.

Indeed, before the official labelling of the Social-Community option in September 1976, the shift towards an "applied" track was adumbrated by an increasing number of quasi-experimental research designs in community-based theses (1971-76; ref. Table C5(e) in Discipline Assessment documentation), and by the fact that seven of our 1973-76 graduates found appropriate and successful employment in Community Psychology. It was in fact the evident employability of such students which gave impetus to the formalizing of Social-Community as an "applied" option. We recognize, of course that, given the nature and purpose of such a programme, it will always be in a state of evolution--particularly as government requests for increasingly sophisticated research in community settings continue to broaden and expand. It should be noted in this general context that the Honourable Minister of Education in a recent statement (December 15, 1978) called for legislative and policy changes concerning special education, encouraging graduate programmes to become concerned with primary prevention in schools. The need for primary prevention programmes in the light of escalating health and education costs is an added argument for the importance of a programme such as ours.

c) Quality of practicum; professional attitudes:

We were gratified by the Consultants' strongly favourable comments upon the scope and quality of the practica in the Social-Community programme. In order, however, to dispel what seemed to be a slight concern that these placements might gravitate in the direction of a clinical internship (ref. p. A 127), we should point out again that the consistent policy of the practicum in Social-Community is to develop the students' consultantship, research, and interventionist skills within geographic settings. To this end, the department has appointed a full-time Field Supervisor to maintain continuous liaison with all field settings. Holder of a Ph.D. in Psychology, and committed to the importance of research, this person represents an important added strength in the "applied" programme. This educationally guided involvement of students and faculty in work with social groups and agencies very largely explains the quality of "professional attitudes" upon which the consultants spoke so positively.

d) Liaison with the Faculty of Social Work:

The Consultants ventured one specific recommendation: that the department strengthen its collaborative ties with other disciplines and most particularly with the W.L.U. Faculty of Social Work. In terms of general interdisciplinary exchange, the department could have documented a long-established practice of collaborative exchange in courses and thesis advisement. The reference to commonality of interests between Social-Community and the Faculty of Social Work has been favourably noted by both parties and a formal study of possible means to mutually advantageous rapprochement has been initiated.

e) Special space resources:

Although the Consultants made no special reference to space needs in Social Community, we wish to call attention to the fact that a Community Liaison Office has been provided for graduate students' use as a professional office, as has office space for one additional secretary who facilitates coordination of the students' community activities. Four new faculty offices are situated immediately adjacent to the graduate student work-area.

3. Response to Consultants' Comments on the General Experimental Programme

If we have a regret about the Consultants' handling of this area, it is not that their general criticism was unwarranted but that it lacked specificity and supportive documentation. In the main, however, we agree with their characterization of the programme as it stood in the fall of 1977.

Before addressing their particular points of criticism, we wish nevertheless to clarify our position on the "experimental" nature of the programme. The Consultants comment that "the General experimental track is far from traditional" (p. A 127), and that "Only one student was working on a truly experimental problem...." (p. A 125). We would point out that from the inception of the programme there has been no intent to design or define it as a traditional model--nor have our brochures or departmental documentation encouraged such an expectation. During the on-site visit, in fact, we deliberately made the case that the course and research work of our students was by no means restricted to the conventional experimental models exemplified in the Journal of Experimental Psychology.

a) Clarity and distinctiveness of programme focus:

In their first sentence (p. A 124) the Consultants report "some difficulty in getting a clear picture of the psychology programme....", and their subsequent comments relate this particularly to the General Experimental option (p. A 124, 2nd par.).

We recognize that at the time of the visit, certain structural and functional factors within the department contributed objectively to this state of perceived indeterminacy. As of September 1978, a number of changes have been introduced to ensure better articulation between faculty areas of specialized competence and student research interests, and to more clearly delineate the programmatic emphases on learning, cognition, and social psychology.

With the support of Graduate Faculty Council (action, January 11, 1979), it is expected that at its next meeting Senate will approve the following modifications to the General Experimental programme:

1- the reduction of required curriculum load from eight to six term courses plus a thesis.

2- the distribution of course requirements as per the following format:

	Course No.	Title
First term:	600	Advanced Statistics I
	(613	Social Psychology
2 to be taken	(621	Learning
	(622	Cognitive Processes
Second term:	601	Advanced Statistics II
	620	Research Seminar*
	---	Elective course

* The description of Psychology 620 has been changed to reflect a more rigorous and controlled student-faculty interaction in the examination of research literature, in the carrying out of individual research projects under a designated advisor, and in the preparation of

APA-standard papers.

With a view of ensuring a unitary authority structure within the option, a Director of the General Experimental programme was appointed in September 1978. As in the case of the Social-Community programme Director, (ref. par. 2 a) i, supra), this person is responsible for programme approval, approval of thesis topic and committee membership, implementation of the existing curriculum, development of promotional material, and selection of new graduate students. It is anticipated that final decisions will be determined by the Director in consultation with the appropriate faculty (ref. par. 3 d), infra.). Responsibilities previously assigned to the department's Graduate Officer now come under the aegis of the appropriate Programme Director.

We are satisfied that these organizational and programmatic changes will be conducive to a more coherent and purposeful learning environment--and that this will be further reinforced by the new faculty appointments and the improved space and equipment resources described in the following section.

b) Faculty research; publications; grants;

Although the Consultants' critical comments on the above variables were rather randomly distributed through their report, their interdependence suggests that we deal with them under this unified rubric.

The Consultants' comment that the faculty in the General Experimental programme appeared to be doing some research but that little of it appears in print (p. A 125) was an incomplete perception of the actual situation: the four members of the faculty who at the time of the on-site visit were not actively engaged in research are no longer involved in the graduate programme and the faculty who are now involved in the General Experimental programme are young scholars who at the time of the assessment represented collectively 10 recent publications in highly respectable journals. Since that time they have had six articles appear in print, five accepted for publication and have recently submitted four additional articles for which decisions are pending.

These scholars are now being recognized by the national granting agencies. Since the on-site visit, one person has received a Canada Council research grant, another has received an NRC Operating Grant and a third has recently submitted an NSERC Operating Grant proposal. The most junior faculty member is operating with an internal W.L.U. Research Grant which should put him in a position to successfully apply to NSERC for an Operating Grant in 1979. Several of these persons have received additional support from W.L.U.'s internal research funds.

c) Research facilities (space and equipment)

Contrary to the Consultants' view, we are of the opinion that the department's inventory of equipment is more than adequate for standard experimental procedures. Furthermore, highly specialized technical resources in terms of both equipment and personnel (i.e., surgical procedures) are willingly provided through the co-operation of the University of Waterloo.

The plans for additional research facilities which were documented in the long-range plan were presumably overlooked by the consultants. (p. A 125) The renovations which were completed during this past summer, have increased and improved space for research purposes and have also provided an additional graduate work area.

In particular a large (20 foot x 14 foot) sound attenuated room and equipment corridor fitted with sophisticated monitoring devices which consist of two remote control cameras in conjunction with a VTR deck which allows for frame by frame analysis and four sensitive electret microphones, suitable for a wide range of research projects, is now in use. A room for biopsychology procedures has been added, as have a pigeon holding facility and two small general purpose research rooms.

Aside from the improved research facilities, a graduate student work area equipped with study carrels and conference furniture now exists.

d) Student research; problems of "heterogeneity":

The Consultants are critical of the "scattering" and "heterogeneous" character of the research projects (ref. p. A 125). From what has already been said in (a) and (b), supra, about the closer focussing of programme objectives, the redeployment of faculty, and the restructuring of course content, and the enrichment of research resources, the department is confident that thesis research can be more effectively attuned to specialized faculty interests and to consistent program goals. The changes which have been put in place since last September have already had measurable effect in reducing the heterogeneity which the Consultants thought to be excessive.

e) Deployment of Faculty:

The Consultants referred rather diffusely to a less-than-closely coordinated planning and control of students' programme of study and research (pp. A 125 and passim).

Whatever basis there may have been for this perception at the time of the on-site visit, we are convinced that present conditions do not warrant such judgment. The appointment of area programme Directors in 1978 has undoubtedly contributed towards better coordination and control. As to the number of faculty who are currently carrying active responsibility in the graduate General Experimental programme, we report that we have made some qualitative and quantitative changes since the visit of the Consultants in accordance with their recommendations. We now have five faculty members actively associated with the General Experimental Programme, all of whom participate in course teaching, thesis committee work, and in decisions affecting programmatic changes, course content, and acceptability of thesis topics. All five have active research programmes in operation and are producing relevant publications.

UNIVERSITY OF WINDSOR

COMMENTS ON CONSULTANTS' REPORT ON PSYCHOLOGY

In responding to the consultants' report on the Department of Psychology at the University of Windsor, we shall comment first on their remarks about the Department as a whole and then on their remarks about the four broad areas of graduate study in the Department: developmental psychology, clinical psychology, social-personality psychology, and experimental psychology, and finally, concluding remarks.

GENERAL COMMENTS

Our general comments deal with five aspects of Departmental functioning: (a) Departmental atmosphere, (b) faculty research, (c) research colloquia, (d) calibre of students, and (e) faculty overload teaching for additional compensation.

Departmental Atmosphere and Orientation

We are pleased to note that the consultants viewed our Department as having a friendly, tolerant, and supportive atmosphere. We are also pleased that they took note of the students' appreciation of the professional involvements of many of the faculty. Application of psychology depends equally on sound knowledge of the core discipline and on skill in translating this knowledge into appropriate application; thus it is heartening that we are seen as having this skill for translation.

Faculty Research

We believe that the consultants' statement that our faculty members are "not as enthusiastic in pursuit of research as one might expect," creates an erroneous impression. Allan Buss (Canadian Psychological Review, April, 1976), in a study of citation and publication counts of 32 Canadian psychology departments, ranked Windsor seventh among the 32, and third among the Ontario universities, in mean publications per faculty member (this for a 2 1/2 year period beginning with 1973).

Nevertheless, we are continuing to make efforts to stimulate greater research productivity by the faculty, so that more of the Departmental faculty will gain recognition for current publications and fewer will rest on their laurels from a past, respectable record. The Department is concerned also with improving the incentives for doing research, as these are implemented through such mechanisms as merit increases in salary and promotion.

Research Colloquia

A colloquium series has been presented in each of the years covered by the present review. It has functioned under the handicap of a restricted budget which has averaged less than $1,000.00 per year. However, we have been able to present such speakers as: David Hunt, Brenda Milner, Gordon Mogenson, Envil Tulving, Martin Seligman, Michael Argyle, Karl Pribram, Jacob Varela, etc. In previous years we have also had as speakers John Eccles, Daniel Berlyne, and Alan Paivio.

After the consultants' visit, several outside speakers presented colloquia in the Spring of 1978. This Fall, we initiated a weekly series of colloquia, which included several speakers from outside the University of Windsor as well as faculty members and graduate students of our own Department, and faculty members from other departments of the University. We will continue such efforts to improve scholarly communication within the Department.

Calibre of Students

With respect to the calibre of students, we believe that the consultants' comments may be misleading. Over the past five years the undergraduate grades of our entering students have been at the B+ to A- level.

Many of our students have received Canada Council Fellowships and Ontario Graduate Scholarships and some of our students have received National Research Council Fellowships, and Ontario Mental Health Studentships. One of the most reliable indices of the calibre of graduate students is their record of scholarly productivity as evidenced by the number of student articles and papers which they have authored over the last five years. In addition, we have an exemplary record of job placements for our graduating students. Within the past five years our graduating students have been employed in responsible positions in the Windsor community, in the Province, and across Canada. (Appendices, containing information on the above points, are filed with ACAP.)

Faculty Overload Teaching

The consultants' comments regarding faculty teaching for supplemental compensation suggests that this matter is in need of clarification. At the time of the consultants' visit, 13 out of a total of 25 faculty members (not including those on sabbatical leave) were teaching for supplemental compensation. During the previous Spring and Summer period (Intersession and Summer Session), 18 out of a full complement of 30 faculty members were teaching for supplemental compensation. These figures are below the estimated 75 percent of faculty receiving supplemental compensation noted by the consultants. We do acknowledge that "heavy teaching loads" can reduce scholarship and research, and we have correspondingly reduced the amount of faculty teaching for extra compensation: during the Intersession-Summer Session of 1978, 11 out of 30 faculty members taught courses; during the current academic year, only four out of 27 faculty members (not including those on sabbatical leave) are teaching for supplemental compensation. We have, therefore, made attempts to reduce the amount of faculty energy devoted to extra teaching.

SPECIFIC PROGRAMMES

Developmental Psychology

We acknowledge the favourable commentary concerning the Developmental programme and faculty. With the exception of the Child-Clinical area, we feel that we now have the faculty necessary to continue well-developed patterns of relationships between what we provide in the applied areas in which we have concentrated and the "basic sciences" that are their foundation. For example, our faculty teaching and research resources in the areas of psycholinguistics, memory and cognition, social learning, and developmental neuropsychology enable us to provide in-depth training for applied research in the schools. In the Developmental programme we feel that there is a very good "mix" of basic and applied work.

In connection with the developmental area it should be mentioned that the work in neuropsychology is also life-span in conception. This training rests upon proper exposure to basic physiological psychology and receives fundamental contribution from faculty in other areas of the Department. The neuropsychology group is something of a model of disciplinal interjunction in that the students are about evenly divided between Developmental, Clinical, and Experimental M.A.s.

Clinical Psychology

We are pleased to recognize and express our agreement with the comments that the course of study in Clinical Psychology is well organized and well planned in the clinical aspects of the curriculum. The consultants also noted that students get excellent instruction in psychotherapy and that different theoretical orientations are well represented in the Department. Moreover, the report refers to our graduates in the Clinical programme being "well placed." In fact, they are in leading positions throughout the Province and country; many are chief psychologists in hospitals in Ontario and throughout the country. The comments pointing to problems in the basic science or core aspect of the Clinical programme are acknowledged. The core curriculum is currently being re-examined for all our programmes, with particular focus on improving the integration of the core curriculum within the Clinical programme.

We agree with the comments about an excessive number of students in clinical training. We had an unusual situation in the 1976-77 academic year which resulted in a greater number being admitted than anticipated. We have reduced admissions in the past two years. The backlog of students with all but dissertations is, we believe, not excessively high compared with other universities. The demand for the services of our clinical students by hospitals and other facilities aggravates this problem by drawing them into jobs before they complete their dissertation. We are in the process of contacting all of our graduate students to make sure they are progressing with their academic work.

The consultants noted some difficulty with practicum placements. We do not have an ongoing problem about practicum placements. However, there was an unusually high enrolment (17 students) in one practicum course in 1977-78. This unusually high number came as a result of the aforementioned 1976-77 year admissions, and created a temporary difficulty. All students were placed within one or two months.

Internship placement is a particularly complex issue which was not discussed by the consultants with clinical faculty members. The consultants, in their conversations with our students, apparently mistook the complaints about the process of getting information about internships (their quality, their orientations and their application process) to be complaints about difficulties in obtaining internships. We have recently introduced a new procedure in which the students' complaints about internships are aired. We have instituted regular meetings with students who have been to internship facilities to acquaint those students who are in the decision-making and application phase with the available facilities. Also, the newly appointed Internship Coordinator has personally visited a number of facilities in Ontario, Quebec, and the United States to maintain a level of personal involvement that we feel will be valuable to our students. We have not had and we do not expect to have any problems with availability of internship placements. In the 12-year history of the Clinical programme, every student has been placed in an appropriate internship facility, and none has had his or her progress impeded on this account.

Finally, the Department would like to express its concern regarding the procedure used by the consultants to evaluate the Clinical programme. The consultants spent little, if any, time with faculty who are very active in research, spent no individual time with the Director of Clinical Training, and underestimated the complexity of the Clinical Psychology programme.

Social-Personality Psychology

We support the comments regarding the diversity and depth of our offering in Social and Personality Psychology. During the past year we have been involved in consolidating our social and personality sub-specialties into a programme which emphasizes applied social psychology. This emphasis accords with the recommendation of the ACAP consultants that we continue the shift towards application in social psychology. The applied social specialization is designed to prepare students for applied research, teaching, and consultative services in areas such as organizational functioning, community intervention and planning, personnel and career development, and programme evaluation. It therefore appears to be consistent with the general recommendation made by the consultants regarding the desirability of introducing Ph.D. studies in the area of industrial-organizational psychology. The philosophy underlying the applied social specialization emphasizes the importance of exposing students to a balanced curriculum of (a) theoretical and substantive courses in personality-differential psychology and social psychology, (b) basic courses in statistical methodology, and (c) applied courses involving practicum experiences as well as consideration of applied theory and research. Furthermore, students are required to complete an internship. Internship placements may include applied research agencies, community agencies, university counseling centres, and management consulting firms. The student who completes this specialization would expect to find employment in business, industry, government, academia, community service organizations, or consulting firms, depending on the area of his or her concentration.

In line with the shift of programme emphasis in the social-personality area, faculty research interests and activities have been expanded to encompass a focus on problems of a more applied nature, and, consequently, on research in natural settings. Therefore, a trend exists toward more naturalistic and applied research, though not to the exclusion of laboratory-based research.

Experimental Psychology

With reference to the programme in Experimental we endorse the favourable comments regarding the animal learning facilities. It is anticipated that there will be continued output of quality research. Noteworthy in this respect is the record of receipt of NRC Fellowships, some of which have been tendered at other universities, awarded on the basis of work done in these laboratories. Though evidently not sufficiently attended to by the consultants, this Department also maintains excellent laboratory facilities for research in human learning. In fact, the General Learning Apparatus for the investigation of group learning processes is unique in this Province.

These facilities notwithstanding, the doctoral programmes in animal learning, human learning, and biopsychology will be phased out. Although these facilities are presently generating a considerable amount of research, only three faculty members are actively engaged in research within the areas of animal or human learning. The paucity of individuals in these areas prevents us from offering formal doctoral programmes in animal and human learning. The Department has decided to incorporate these active members into Clinical and Developmental programmes that deal with the phenomena of learning. Their laboratories will continue to be used by students in those applied areas for doctoral research. Our professors in the learning areas will be expected to supervise such research. Indeed it should be noted that most of the students who have received doctorates in animal or human learning have found occupations with applied (hospital and educational) settings. Therefore, we believe that training within the traditional areas of animal and human learning should now be directed to students in the applied programmes.

Although listed as a separate doctoral programme in physiological or biopsychology, this programme has been incorporated into the neuropsychology programme for the past three years. Thus we have not had a de facto separate doctoral programme in physiological or biopsychology for some time. However, our animal physiological laboratories will continue to be used by graduate neuropsychology students for thesis research.

Reference was made by the consultants to a doctoral programme in perception, but in fact we have not had such a programme in our Department. Our laboratories in perception have been primarily used for undergraduate experiments rather than for formal doctoral research.

The drift in interests of most of the experimental faculty over the past years suggests that meaningful strength will be added to the developmental area by faculty with interests in physiological and learning, to the clinical area by faculty interested in learning, and to the social area by faculty interested in human ethology. Over and above their contributions to these specific doctoral programmes, the experimental faculty will continue their fundamental contribution to the basic scientific core of all programmes; indeed, anticipated curricular changes will solidify this role more broadly than in the past.

CONCLUSIONS

In conclusion, our doctoral programme is being reorganized into three areas of study, Developmental Psychology, Clinical Psychology, and Social Psychology. The following four areas are being phased out as areas of specialization: Personality, Human Learning, Animal Learning, and Biopsychology. This reorganization will involve some realignment of our faculty from the present faculty groups. Some experimental faculty members will link up with one of the three graduate interest groups. Experimental faculty will also contribute more fully to the core curriculum which will form the scientific base for the three remaining programmes. Also, other realignments of our faculty are currently taking place. For example, some members of the clinical training programme are involved in the community psychology aspect of the applied social specialization.

We are taking a careful look at the core curriculum with the goal of providing our students with a solid and well-integrated science base for each of the three specializations.

We are pleased to note the consultants' comments regarding the effective way in which the Department is administered through the Head, Executive Committee, and specialization interest groups. We anticipate a continued efficiency in this regard. In broader terms, we propose to focus the Department's energies and resources in a coherent and integrated manner.

Finally, with respect to Recommendation 24, the Department of Psychology at the University of Windsor will (a) continue the shift toward application in social and developmental psychology, (b) give serious consideration to a reduction in graduate admissions, and (c) have the entire graduate programme submitted to appraisal at the earliest possible date.

We would like to have these comments on the consultants' report published.

YORK UNIVERSITY

RESPONSE TO THE ACAP CONSULTANTS' REPORT ON GRADUATE STUDIES IN PSYCHOLOGY

PART I

The Consultants have provided us with an elegant and pithy overview of the development of the discipline of psychology with particular reference to Canada. We appreciate the insights made available to us here and the balanced tone of their presentation. We can sympathize with their awareness of the monumental task they faced undertaking this assessment, and generally agree with their assumptions, and their mode of attack. It is most gratifying to note from their primary observations about the present status of Psychology in Ontario universities that the overall quality of the programmes is very high, and that there is great diversity in the special strengths represented in the several universities.

We are less convinced about the validity and the consistency of the assessments of strength in the various programmes as summarized in Table 7. These judgements seem to have been made in a highly subjective way and to have been only too often determined by "halo-effects". To those with some intimate understanding of the programmes in question, it seems likely that the consultants have often made assertions which do not conform with the evidence provided to them, and that they have not achieved consistency in the application of standards across programmes. Furthermore, there are noticeable discrepancies between their own judgements as stated in the reports on individual programmes and their assessments as "outstanding" or "strong" in Table 7.

Another serious defect in Table 7 is that it confuses programmetic strength with dissertation opportunities and the prestige associated with individual scholars. As we understand it, an ACAP assessment is concerned with judgements of formal programmes of graduate instruction. The prestige of an institution is enhanced by the achievements of distinguished individual scholars, but these achievements may not necessarily be reflected at the programme level. In Table 7, a particular graduate programme may, for instance, be rated as "strong" in a given area which does not figure in the programme's instructional offerings. In other words, the rating has been based on the presence at that university of one or two scholars with distinction in the area concerned.

Clearly, we must have reservations about the validity of Table 7 in its present form. At the same time, the table can be seriously misleading for the reader. For instance, an applicant for graduate studies might well apply to a programme rated as strong in his/her area of interest, only to find that whilst that programme included upon its faculty a person of international standing in the area, no opportunities were available for the student to specialize therein.

We were surprised by the consultants' observation that "strength in Social Psychology is just beginning to develop in the Province". There is good reason to doubt the validity of this flat conclusion, and we wonder whether it is related to the fact that the consultancy team did not include an expert in this important area.

THE CONSULTANTS' RECOMMENDATIONS

a) Province-wide Recommendations

Recommendation 1

We are in whole-hearted agreement, of course, that the imposition of seriously differential fee requirements for foreign students represents an assault upon principles which many of us hold as basic to the concept of a university.

Recommendation 2

We would support the note of caution regarding the different criteria and problems of work at different levels. We are somewhat surprised, however, that it should be necessary to make this point. Certainly at York we have always articulated and acted upon the different admission criteria and instructional demands required at different levels. For instance, only selected applicants are admitted to our graduate programme from the group of applicants who are technically admissible. Similarly, our own M.A. students cannot proceed automatically to the Ph.D.level, but are considered as individual cases along with external applicants.

Recommendation 5

Whilst not opposed in principle to the idea of a descriptive brochure, we have some doubts as to how this would improve upon the "APA Guide", and that currently being prepared by the CPA.

Recommendation 6

We endorse this recommendation, in the belief that any inter-university discussions and collaboration can only benefit the development of the discipline.

Recommendation 8

Our recognition of the force of the rationale for Recommendation 8 is indicated by the fact that we have already prepared a proposal for a D.Psych. programme.

Recommendation 9

We agree with the observation regarding the increasing amounts of industrial training in organizational psychology. But we are not at all sure that the best way to encourage appropriate study within the Province is to authorize a single university to inaugurate an appropriate Ph.D. programme.

Recommendation 10

We have serious reservations about the suggestion that one university be authorized to develop a Ph.D. programme in quantitative Psychology, and can see little justification, either academic or financial, for such a suggestion.

b) Recommendation specific to York

Recommendation 25

We find this recommendation quite acceptable. Indeed it is surprisingly innocuous, for each of the four actions recommended had been effected before the ACAP exercise commenced. We have given careful consideration to the implementation of a plan for an applied clinical developmental option, we have completed our proposal for a professional Psych.D. degree and we have for several years examined (and implemented) ways of encouraging less productive faculty to involve themselves in research and professional development.

PART II

Our insights into the strengths of psychology at the various universities suggest weaknesses in judgement throughout Part II. We shall of course restrict our observations here to the consultants' assessment of our own programme.

In general, we were disappointed with the ACAP consultants' report on our programme. We had expected a clearer analysis of our objectives, our approach and our accomplishments. We recognize the acuity of the consultants and readily appreciate some of their insights. But the acuity seems to us to have been applied in a piecemeal manner and the insights reported are simply too few. We feel that a programme of the size and complexity of our own deserves more detailed and more integrated analysis. We recognize the academic stature and experience of the consultants, we believe them to be honest and able men, we enjoyed their visit... But we feel that on this occasion they have not done a good enough job. We would, of course, have welcomed more plaudits and believe that we deserved them. But we would equally have welcomed more criticisms -- as long as these were based on close objective analysis and led to constructive suggestions for improvement.

In our response to the draft report, we stated that we were frankly surprised by the consultants' admission that our written submission provided the basis for most of their report, with the visit itself being relatively incidental to their assessment. In our view the written materials provided only a starting point for evaluation. It may well be that the absence of in-depth examination stemmed from the failure to take sufficient advantage of the opportunity provided by the visit to study the workings of the programme. But ironically, the report suggests to us that the written materials were not given sufficient consideration either. Whilst appreciating the mammoth task faced by the consultants, we believe that more study was essential. We submit, in short, that this report does not contain the sort of in-depth evaluation that we had expected and that ACAP reports in other disciplines have provided.

In so far as the ratings of the various areas within the programme are concerned, York does relatively well. Of our areas of concentration all but one received a rating of "strong" or "outstanding". But the one which is not so rated is Social/

Personality, and this strikes us as being particularly anomolous. A number of our most distinguished faculty are active in this area, we probably have the highest concentration of Social Psychologists in Canada, and in terms of prestige and accomplishments we believe it would be generally agreed within the discipline that we rank amongst the top three or four programmes in the country. Our Social Psychologists are an energetic, able and highly productive group. The ten full professors primarily identified with the area (Agnew, Bakan, Coons, Danziger, Day, Eagle, Endler, Fromkin, Silverman and Westcott) have produced twenty-seven books, fifty book chapters and several hundred articles in refereed journals over the last decade. And this productivity is not confined to our senior faculty. The eighteen non-full professors in the area have produced twenty-one books, twenty-four book chapters and almost two hundred articles over what is for many of them a much shorter time period. We should be interested to learn just how many programmes in North America can match this level of scholarly activity in the one area of Social Psychology. We are somewhat puzzled, to say the least, that the area is judged by the consultants as being unworthy of rating as a concentration of strength.

Our perplexity as regards the with-holding of an "outstanding" rating for our Social Psychology area is exacerbated by the fact that only passing reference is made to it in the consultants' comments. The first of these consists of a neutral, two-sentence descriptive statement tacked on to the description of the developmental area. The second is a paragraph concerned with the current trend towards more applied methods which, it is suggested, is not shared by York. The consultants remark that faculty members accustomed to a laboratory approach to Social Psychology "find it very difficult to re-orientate themselves to the problems and dimensions of behaviour of concern to applied interests". By implication, this stricture applies to the members of our area. In fact many of our faculty members in the Social Psychology area are actively involved in research on applied topics, such as ageing, education, abortion, environmental psychology, mental health provisions in Ontario and socialization of immigrant children. Field research techniques are commonly employed. We made this point in our response to the consultants' draft report. In the final report, they acknowledge this by the addition of a sentence to the paragraph admitting, somewhat grudgingly, that "there are some faculty at York, who do orientate towards field studies, and to social psychology in applied settings".

A point emphasized in the consultants' discussion of our clinical counselling programme, and re-emphasized in more general terms in their summary, is the feeling that our students may have too much freedom to develop their own research. We would suggest that such comments reflect a difference in educational philosophy. At the same time, the implication that such freedom may involve inadequate supervision is certainly not applicable to York. We make every effort to balance freedom by structure. In reference to the clinical-counselling area, the consultants observe that the students' freedom in planning their courses of study "has usually resulted in productive work but at the cost of a considerable amount of pressure..." We would merely respond that the pressures of responsibility are the other side of the coin of freedom.

We are somewhat puzzled as to the assumptions underlying the third of the five points which composed the consultants' summary. All graduate programmes at York draw upon the services of qualified faculty members, whatever their undergraduate teaching base. In the present instance, all those members of Atkinson College and Glendon College who are qualified to teach at the graduate level have the opportunity to do so. Many of them are, indeed, actively engaged both in course work and supervisory duties.

The fourth paragraph of the summary includes the statement that "the social personality area seems to us to show promise of becoming strong..." Words fail us.

CONCLUSION

We have presented here only a few of our reservations, doubts and disappointments in regard to the consultants' report. We are not complaining merely because we hoped for more laudatory comments. Whilst we would like to have received credit where credit is due, we also realize that there are imperfections in the programme. We had hoped for authoritative, thoughtful criticisms. But often where the consultants criticisms are well-taken, their implications are not developed. Finally, the basis for some of the criticisms is not made explicit, which makes it difficult to respond in an explicit manner.

In speaking about criticism, Hegal remarks that whilst it is easy to stand inside a work and accept it uncritically, it is somewhat more difficult to stand outside the work and criticize it; what is most difficult, however is to combine both functions in criticizing the work so as to produce an account of it. Perhaps the consultants' task was too difficult given the severe time considerations in which they operated, perhaps we were unrealistic in our expectations. Nevertheless, we had hoped for an account of our programme. We have not found it in this report.

15th January, 1979.
GFR:MY:cg

APPENDIX D

PROCEDURE OF PLANNING ASSESSMENT

AND

TERMS OF REFERENCE

Procedure for Psychology Planning Assessment

A - Interpretation

A1. This document uses several words in specialized senses. These meanings follow.

Acronyms:	COU - Council of Ontario Universities OCGS - Ontario Council on Graduate Studies, an affiliate of COU ACAP - Advisory Committee on Academic Planning, a committee of OCGS, established by By-law No. 3 of OCGS CDAS - Council of Deans of Arts and Science, an affiliate of COU BLC - Board for Library Coordination OLC - Office of Library Coordination
Appraisal:	A Procedure leading to a decision as to whether or not the quality of a programme is or will be adequate; the universities have agreed not to begin new programmes without first obtaining an appraisal and not to add new fields to existing programmes without referral to the Appraisals Committee to decide if an appraisal is required.
Appraisals Committee:	A committee of OCGS, established by By-law No. 2 of OCGS.
Consultant:	One of several persons who are consultants to ACAP and whose functions are described more fully below.
Discipline Group:	Refers to the Psychology Discipline Group, constituted as authorized by OCGS.
Field:	Each of the major divisions of psychology to be specified by the discipline group.
Library Advisor:	A special advisor who will prepare reports on the library resources of the universities as set out in the terms of reference in section E.
Planning Assessment:	A formal review of current and projected graduate programmes within a discipline or a group of disciplines, in this case psychology.

A2. Four types of reports are referred to and described in this procedure:

a. Library Advisor's Reports submitted to the universities concerned, the consultants, and ACAP.

b. The Consultants' Report, prepared by the consultants according to Sections D and F. A draft version is to be checked by ACAP and the Discipline Group as noted at the beginning of Section F.

c. The ACAP Report, written by ACAP and submitted to COU. A draft form is first provided to the universities and to the Discipline Group for comment.

d. The COU Report, containing COU's recommendations to the Ontario Council on University Affairs and to the universities.

A3. A university plan refers to the official statement made by a university in accordance with paragraphs C6 and C7 below.

B - Choice of Consultants and the Library Advisor

B1. There shall be four consultants, three of whom shall be psychologists of international standing with a broad understanding of the full range of modern psychology and with suitable administrative or consulting experience. The fourth consultant shall be a person of wide academic experience in Canada but not in psychology. No consultant shall be on the permanent staff of an Ontario university.

B2. ACAP shall call the Discipline Group together to discuss the choice of consultants and to nominate a list of ten or more potential consultants. If it seems desirable, ACAP may also propose names, but they shall be approved by the Discipline Group.

B3. From the resulting list, ACAP shall select its consultants.

B4. There shall be a library advisor with acknowledged experience in the evaluation of psychology collections for graduate studies. The advisor shall be appointed by BLC in consultation with ACAP. ACAP will seek the advice of the Discipline Group on this matter.

C - Collection and Review of Data and of University Plans

The information detailed below shall be collected for all graduate work in psychology regardless of the administrative arrangements for its performance.

C1. ACAP staff will prepare draft forms and instructions for collection of data as described in paragraph C5. The Discipline Group will examine and comment on these forms and instructions, in particular on the choice of fields.

C2. After the forms have been completed by the universities, the Discipline Group will examine the data supplied, and indicate any inadequacies or inconsistency of reporting standards.

C3. The Discipline Group will also consider and discuss the university plans submitted according to paragraph C6. The group may make suggestions to an individual university or to ACAP as a result of these discussions.

C4. If a university changes its plans at any time before the completion of the planning assessment, it shall notify ACAP of the changes. Consultants are instructed to disregard any material provided to them which is at variance with the statements provided by the university through ACAP.

C5. Each university is to supply to ACAP (in the form decided according to paragraph C1) the following information:

a. the fields currently offered in master's and doctoral programmes (Form 1),

b. a description of the programme and degree requirements including all academic regulations (written statement),

c. current list of faculty members (Form 2),

d. curricula vitae of all faculty members now engaged in graduate instruction or soon expected to be (Form 13),

e. programme data covering

   i. enrolments and number of faculty members (Form 3),
   ii. immigration status and country of first degree (Form 7),
   iii. financial support (Form 8),
   iv. drop-out numbers (Form 7),
   v. degrees granted (Form 7),
   vi. post-graduation employment of PhDs and graduates of programmes terminating at the master's level (Forms 10 and 12),
   vii. employment of ABDs (Form 11),
   viii. list of completed thesis titles by graduates of doctoral programmes and programmes terminating at the master's level (written list from 1972-73),

ix. list of current thesis topics in doctoral programmes and programmes terminating at the master's level (written list),

x. pre-degree internship and practicum placements (Form 9).

f. data on the undergraduate base, in particular enrolment in work leading to graduate study (Form 4),

g. data and statements on departmental resources of space, laboratory, computing facilities, internship and practicum facilities (written statement and Form 5),

h. data and statements on library resources, in a form to be worked out in conjunction with the Office of Library Coordination and the library advisor (Form to be distributed later by library advisor),

i. support from related departments (written statement and Form 6),

j. interuniversity arrangements for graduate study in psychology (written statement).

C6. Each university is to supply to ACAP a statement of its plans for the future of graduate work in psychology, in as much detail as possible, under each of the headings, a, b, c, g, h, i, j in C5 as appropriate and including explicitly the planned numbers of faculty and graduate students for the next five years. The plans shall treat the years 1977-1982 in detail and should look ahead to about 1987 in outline. The plans should be accompanied by arguments supporting their appropriateness and should consider the projected enrolments in terms of the sources and motivations of potential students. Since the consultants are to deal with changes in field emphasis and in methods and content of graduate education in psychology, any plans bearing on these topics should be presented. It is expected that the plans presented in response to this paragraph (C6) will be largely generated at the departmental level, and may contain components on which the university cannot comment at this time; the statement shall however be submitted by the university (through the graduate dean) thereby ensuring that it does not contain anything that is at variance with the general university plans, policies or expectations.

C7. In addition to the material in C6, the president of each university is to make a statement concerning the university's plans for graduate work in psychology. This statement may comment on the C6 statement and should at least explain the extent of the university commitment to the projections of faculty numbers and anticipated enrolments.

C8. The dates for submission of these various reports shall be fixed by ACAP.

D - Terms of Reference for Consultants

D1. The consultants shall work as a team to produce a single report on graduate studies in psychology in the universities of Ontario according to the terms set forth in Section F.

D2. The consultants shall meet with ACAP representatives for briefing. The consultants shall meet with the Discipline Group to discuss the terms of reference and practical arrangements for visits. If desired, the consultants may at this stage suggest refinements or clarifications for inclusion in their terms of reference; if such suggestions are approved by ACAP, they will require ratification by OCGS and COU.

D3. The consultants shall consider the data and plans described in Section C and may obtain additional data and views from other relevant sources such as employers of graduates, professional and learned societies, and government agencies. They shall acquaint themselves with the COU principles governing planning assessments and with some completed planning assessment reports.

D4. The consultants shall visit the interested universities in accordance with a schedule established by the consultants and ACAP. The detailed agenda for a visit will need to be established well in advance of the visit. The visiting team shall include at least two of the four consultants for master's work and three of the four for doctoral work. At each university the consultants shall meet with appropriate officers (deans, etc.) and with the chairman of each department involved in the assessment. They shall also meet with staff and students as desired.

D5. Apart from the initial meeting with the Discipline Group, the consultants may arrange other meetings with the Discipline Group, as they deem necessary or at the request of the Discipline Group, in either case after consultation with ACAP.

D6. It is also expected that the consultants will assist ACAP, if necessary, with the clarification or interpretation of any statements in their report.

E - Terms of Reference for Library Advisor

E1. The library advisor will meet with representatives of OLC and ACAP to discuss the objectives and preparation of the library reports.

E2. The library advisor will develop, for approval by OLC and ACAP, a scheme and data forms for the evaluation of the library resources of each interested university in relation to its plans for the development of graduate work in psychology. The consultants shall have an opportunity to comment on the scheme before it is approved.

E3. On the basis of the statements and data forms submitted by the universities, the comments of the Discipline Group and the results of visits to the universities, the library advisor will prepare a report as described in Section F on each university's situation for submission to the university, the consultants and ACAP.

E4. The final disposition of the advisor's reports will be decided later by ACAP in consultation with OLC.

F - The Report of the Consultants

On the basis of their consideration of the materials made available to them, their visits to the universities, their discussions with the Discipline Group and their combined knowledge of the field of psychology and the Canadian academic scene, the consultants shall prepare a draft report for discussion with the Discipline Group concerning the accuracy of and interpretation given to any data in the report. The draft will also be checked by ACAP to ensure that the terms of reference have been met. It is important that the reasoning underlying recommendations be indicated or at least be apparent in the text. The report may cover any topics considered by the consultants to be relevant to the planning process but it shall include at least the following parts.

F1. A discussion of the adequacy of the current state of graduate studies in psychology in the province generally and in each participating university, commenting on the following factors:

a. the nature of the programmes offered,

b. the coverage of core elements and specialties, the adequacy of activity in each including any over-emphasis or serious gaps,

c. faculty strengths and weaknesses,

d. enrolment size and distribution among the universities,

e. the quality of students, admission requirements,

f. relationship with cognate disciplines,

g. physical facilities,

h. library resources (see also Terms of Reference for Library Advisor),

i. the adequacy of research funding in support of programmes,

j. other matters which they consider to be significant.

F2. A discussion of trends in field emphasis or applicability of graduate training which should be anticipated or encouraged in the next decade.

F3. A discussion of society's needs for holders of graduate degrees on a five to ten year basis including comment on the planned enrolments submitted by the universities, and of the likely number of well qualified applicants for admission. Allowance should be made for changing patterns of immigration. (It is recognized that the consultants are not primarily experts on manpower projections and, while the above discussion is an essential part of the planning assessment, corrective recommendations will be made by COU only if there is a gross mismatch between the universities' enrolment projections on the one hand and the anticipated total of well qualified students or a reliable estimate of needs on the other.)

F4. A discussion of the relationship between the size of programme (enrolment and field scope) and the quality of training it offers a student. A consideration of the role of postdoctoral fellows in this connection.

F5. A discussion of any other matters considered to be important for the development of graduate work in psychology in Ontario.

F6. Recommendations concerning the more significant points raised in the above discussions or, where more appropriate, a statement emphasizing their importance.

F7. On the basis of detailed assessments, recommendations on the role in the provincial pattern of graduate education in psychology to be played by each university. Some possible recommendations are: continuation in accordance with the official plan submitted by the university (C6 and C7), or a more restricted undertaking either in numbers of fields or students, or a larger or broader programme, or suspension of enrolment, or discontinuance of the programme, or continuation in some form if successful in an appraisal, or initiation of a new programme subject to appraisal or joint programmes or cooperative ventures.

In all cases, it is important that the rationale for recommendations be clear and the consultants should give their judgement of the standard of each subfield by university in support.

F8. A discussion of the realistic possibilities for cooperative activity involving a psychology department and another department or institute, either psychology or not, either in the same university or another. Recommendations as appropriate for specific cases.

F9. Following the discussion of the draft report with the Discipline Group and the check by ACAP, the consultants shall prepare and submit their final report to ACAP.

G - ACAP and COU Reports

G1. ACAP will then prepare a draft ACAP Report.

G2. ACAP shall send its draft report with the Consultants' Report as an appendix to the universities and to the Discipline Group for comment on both reports. At this stage, or during the preparation of the ACAP draft report, there could be meetings between ACAP representatives and the Discipline Group and/or some universities, if any party requested such a meeting. There could also be referral of questions to the consultants by ACAP and any material provided by the consultants shall be published by ACAP if it has been used for its report.

G3. The comments of the Discipline Group on the Consultants' Report will be published as will those of any university so requesting, but the comments on the ACAP draft report will not be published.

G4. After receiving the comments, ACAP will prepare the final ACAP report and submit it to COU with copies to OCGS, CDAS and the Discipline Group.

G5. COU will not take final action on the COU Report until it has allowed at least one month for the receipt of any written comment on the ACAP report from universities, OCGS, CDAS or the Discipline Group. COU will decide what comments it will publish. As a minimum, COU will publish the COU Report and the ACAP Report including the Consultants' Report and those comments on the Consultants' Report that are to be published.

H - Psychology Discipline Group

H1. Establishment of Group

a. OCGS authorized the establishment of a Psychology Discipline Group with the following membership: one from each university intending to carry on graduate work, and containing at least five persons qualified to participate in the staffing. In addition, OISE was authorized to name a member.

b. Any change of a university's representative is to be reported by the executive head.

c. The group shall select its own chairman.

H2. Meetings

a. The Discipline Group may meet at the call of its chairman or in accord with its own arrangements.

b. The Discipline Group may be called to meet by the executive vice-chairman of OCGS acting for ACAP.

H3. General Responsibilities

a. COU has instructed ACAP to conduct a planning assessment in psychology and the Discipline Group will assist and advise ACAP and generally facilitate the assessment.

b. In the future, the Group is to keep under review the plans for graduate work in psychology in Ontario, including new developments and trends in the discipline, and to make reports to ACAP on a regular basis. For this purpose ACAP will assist the Group in obtaining information and data, as mutually agreed.

c. The Group may make recommendations to ACAP in connection with graduate work in psychology at any time it considers such action appropriate.

H4. Psychology Discipline Group Tasks (with assistance from ACAP)

a. Specify the major fields of psychology for the collection of data for the study and deal with borderline cases (see Appendix I).

b. Propose for ACAP a list of suitable individuals who might serve as consultants for the study.

c. Comment for ACAP on the individual proposed for the position of library advisor for the study.

d. Assist ACAP to develop the procedures for the planning assessment and the forms to be used for the collection of information about existing and proposed programmes as described in Section C.

e. Examine and comment on the adequacy of the data reported by the universities before they are sent to the consultants.

f. Consider, with ACAP and separately, the future development of graduate studies in psychology revealed by the statements of the universities and comment on the need for modification and/or more detailed development of future plans. This process will provide individual universities with an opportunity to revise the material originally submitted under Section C6.

g. Develop, if desired, a tentative plan for the development of established or new graduate programmes in psychology in Ontario for transmission by ACAP to the consultants.

h. Discuss with the consultants before their site visits any points of particular interest in the material made available to them or any interpretations considered particularly relevant to the situation in Ontario.

i. Discuss with the consultants the accuracy and interpretation of any statements in their draft report which will be made available to the members of the Discipline Group on a privileged and restricted basis prior to such discussion.

Approved by COU, June 2, 1977

APPENDIX I

PSYCHOLOGY DISCIPLINE ASSESSMENT

Major Fields and Subfields

I. Social Sciences
    - Social
    - Developmental
    - Personality
    - Other (Please specify)

II. Life Sciences
    - Perception
    - Cognition
    - Human Learning
    - Animal Learning
    - Biopsychology
    - Other (Please specify)

III. Applied Psychology
    - Clinical
    - Counselling
    - Other (Please specify)

APPENDIX E

DISCIPLINE GROUP MEMBERSHIP

DISCIPLINE GROUP MEMBERSHIP

Brock #	J. Lavery, until November 1, 1977
	D. S. Lordahl, until July 10, 1979
	G. J. Benjafield
Carleton	M. E. Marshall, until August 30, 1979
	W. Webster
Guelph	E. Dalrymple-Alford
Lakehead	H. N. McLeod, until July 23, 1979
	J. F. Evans
Laurentian	R. A. C. Stewart, until September 22, 1978
	M. Moroz
McMaster	J. R. Platt
Ottawa	H. P. Edwards, until July 27, 1977
	M. McCarrey, until January 17, 1978
	G. Chagnon, until August 15, 1978
	J. M. De Koninck
Queen's	*P. C. Dodwell
Toronto	F. I. M. Craik, until June 6, 1977
	R. S. Lockhart, until September 18, 1979
	E. Tulving
OISE	C. M. Christenson, until November 11, 1977
	J. Weiser, until September 18, 1979
	C. M. Christenson
Trent	P. Watson
Waterloo	R. K. Banks, until May 1, 1979
	J. G. Waller
Western	W. J. McClelland
Wilfrid Laurier	M. K. Lane
Windsor	M. E. Bunt, until August 10, 1978
	H. Minton
York	P. Schoggen, until August 17, 1977
	F. Weizmann

#Observer
*Chairman

APPENDIX F

ROLES OF ACAP AND OF DISCIPLINE GROUPS

ONTARIO COUNCIL ON GRADUATE STUDIES

BY-LAW NO. 3

A By-Law to establish a Committee on the Academic Planning of Graduate Studies

1. The Ontario Council on Graduate Studies, recognizing the importance of providing for the continued and orderly development of graduate studies in the Ontario universities, establishes a Standing Committee to be known as the Advisory Committee on Academic Planning (abbreviation - ACAP).

Interpretation

2. In this By-Law,

   (a) "Committee" without further specification means the Advisory Committee on Academic Planning;

   (b) "Council" or OCGS means the Ontario Council on Graduate Studies;

   (c) "COU" means the Council of Ontario Universities;

   (d) "Executive Vice-Chairman" means the Executive Vice-Chairman of OCGS;

   (e) "University" means a provincially assisted university in Ontario;

   (f) "Discipline" means any branch or combination of branches of learning so designated;

   (g) "Discipline group" means a body designated as such by the COU normally consisting, for any one discipline, of one representative from each of the interested universities;

   (h) "Planning assessment" means a formal review of current and projected graduate programmes within a discipline or a group of disciplines;

   (i) "Programme" signifies all aspects of a particular graduate undertaking;

   (j) "Rationalization" means the arranging of graduate programmes in order to avoid undesirable duplication, eliminate waste, and enhance and sustain quality.

Membership

3. (a) The Committee shall consist of a least seven members of the professoriate in Ontario universities, some of whom shall be members of the Council.

   (b) The members of the Committee shall serve for such periods of time as the Council may determine, and they shall be selected in such manner as may provide for reasonable balance both of academic disciplines and of universities.

   (c) The members of the Committee shall be appointed as individuals.

Chairman

4. The Chairman of the Committee shall be named by the Council, and he shall have one vote.

Executive Vice-Chairman

5. The Executive Vice-Chairman of OCGS shall be an *ex officio* non-voting member.

Quorum

6. A majority of all members of the Committee shall constitute a quorum.

Functions

7. The functions of the committee shall be

   (a) To advise OCGS on steps to be taken to implement effective provincial planning of graduate development;

   (b) To promote the rationalization of graduate studies within the universities, in cooperation with the discipline groups;

   (c) To recommend, through OCGS, to COU the carrying out of planning assessments of disciplines or groups of disciplines and to recommend suitable arrangements and procedures for each assessment;

   (d) To supervise the conduct of each planning assessment approved by COU;

   (e) To respond to requests by OCGS to have a discipline assessment conducted by proposing suitable arrangements;

(f) ACAP assessment reports will be forwarded to COU by OCGS along with OCGS comments. OCGS will be allowed sufficient time (at least one month) to prepare its comments before the report is due to be circulated to COU members.

Jurisdiction

8. In order that the Committee may discharge the functions described in Section 7 above, it shall be authorized

(a) to request a university to provide such information pertaining to graduate studies as may enable the Committee to discharge its functions;

(b) to request a discipline group to provide such information as may enable the Committee to discharge its functions;

(c) to receive reports from the universities and from the discipline groups, and to comment and communicate with the universities and the discipline groups concerning such reports;

(d) to convene a meeting of any discipline group for the purpose of discussing the development to date, and proposals for the future development of graduate studies in the discipline concerned;

(e) to send one or more representatives to a meeting of a discipline group at the invitation of the discipline group;

(f) to make such suggestions to a discipline group as may be deemed appropriate to the functions of the Committee;

(g) to supervise the conduct of planning assessments, and to report thereon to COU.

(h) generally to report and to make recommendations to the Council;

(i) to seek and receive advice from appropriate experts;

(j) to employ consultants in connection with planning assessments.

Procedures

9. The procedures to be followed by the Committee shall be as approved by the Council of Ontario Universities on the recommendation of OCGS.

10. The Committee's function is solely advisory.

Effective Date

11. This revised By-Law shall take effect on July 1, 1975.

ACAP DISCIPLINE GROUPS AND THEIR ROLES

1. Establishment of a Group

a. When it is considered desirable to activate planning of graduate work in some discipline(s) or interdisciplinary area, COU, on the advice of OCGS, will authorize the establishment of an ACAP discipline group, if it was not already approved and included in the May, 1968 list. If it is already authorized, ACAP may decide to set it up as described in paragraph b.

b. The Executive Vice-Chairman of ACAP will then invite the executive head of each university either to nominate a member of the discipline group or to indicate that his university has no plans for graduate study in this discipline in the next five years or so. If a university can state no plans for future graduate work in the subject, but feels that a watching brief is desirable, it may appoint an observer to the group.

c. Changes of a university's representative are to be notified by the executive head.

d. The group shall select its own chairman.

2. Meetings

a. A discipline group may meet at the call of its chairman or in accord with its own arrangements.

b. A discipline group may be called to meet by the Executive Vice-Chairman acting for ACAP.

3. Responsibilities

a. The group is to keep under review the plans for graduate work in its discipline in Ontario, including new developments and trends in the discipline, and to make reports to ACAP on a regular basis.

b. The group may make recommendations to ACAP in connection with graduate work in its discipline when it considers it appropriate.

c. ACAP will assist the group in obtaining information and data, as mutually agreed.

d. When COU has instructed ACAP to conduct a planning assessment, the discipline group will assist and advise ACAP in determining procedures and terms of reference, will report as requested and will generally facilitate the assessment.

Approved by OCGS March 22, 1973
and by COU April 6, 1973.

APPENDIX G

CURRICULA VITAE OF THE CONSULTANTS

JOHN D. CHAPMAN

Born England, July 24, 1923

BA	Oxford University, 1947
MA	Oxford University, 1949
PhD	University of Washington, 1953

University of British Columbia, Department of Geography
- Instructor, 1947-78
- Lecturer, 1948-49
- Assistant Professor, 1949-54
- Associate Professor, 1955-63
- Professor, 1963-
- Academic Planner, 1963-65
- Head of Department, 1968-74

Member, Canadian Association of Geographers, Vice-President, 1964-65, President, 1965-66
President, British Columbia Natural Resources Conference, 1956-57
Member, National Academy of Science/National Research Council (U.S.A.), Committee on Resources and Man, 1965-68
Member, Canadian National Committee for Geography, Chairman, 1972-76
Chairman, Westwater Research Centre Council, 1977-
Chairman, B.C. Pacific Marine Training Institute, Board of Directors, 1978-

Economic geography - commercial energy; resource and environmental management; philosophy and methodology of geography as a discipline

Address: Department of Geography
University of British Columbia
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Vancouver, British Columbia, V6T 1W5

KENNETH E. CLARK

Born New Madison, Ohio, December 18, 1914

BS	Ohio State University, 1935
MA	Ohio State University, 1937
PhD	Ohio State University, 1940

University of Minnesota, Department of Psychology
    Instructor, 1940-42
    Assistant professor, associate professor and professor, 1946-60
    Chairman of Department, 1957-60
    Associate Dean of Graduate School, 1960
University of Colorado, College of Arts and Science
    Professor of psychology and dean of College of Arts and Science, 1961-63
University of Rochester, College of Arts and Science
    Professor of psychology and dean of College of Arts and Science, 1963-
Consultant for various naval, veteran and scientific bureaux

Fellow, American Psychological Association
    Education and Training Board, Chairman, 1957-58
    Policy and Planning Board, Chairman, 1959-60
    Committee on Professional and Scientific Aims of Psychology, Chairman, 1963-66
    Board of Scientific Affairs, Chairman, 1966-67
    Publications and Communications Board, Chairman, 1975-76
Chairman, National Merit Scholarship Corporation, Research Advisory Board, 1957-66
President, American Board of Examiners in Professional Psychology, Inc., 1959-63
Member, National Institutes of Health, Mental Health Research Career Awards Committee, 1961-64
Member, Office of Science and Technology, Life Sciences Panel of President's Science Advisory Committee, 1961-65
Member, President's National Medal of Science Committee, 1962-65
Member, Wisconsin Regional Primate Research Center, Scientific Advisory Board, 1964-68
Fellow, American Association for the Advancement of Science
Member, The Psychometric Society
Member, The American Statistical Association

Chairman, Association for the Advancement of Psychology, Board of Trustees, 1974-75
Chairman, Centre for Creative Leadership, Board of Governors, 1974-
Chairman, American Conference of Academic Deans, 1976-77

Measurement of vocational interests; career choice; factors influencing success and satisfaction in education and employment

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University of Rochester
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DALE B. HARRIS

Born Elkhart, Indiana, June 28, 1914

BA	DePauw University, 1935
MA	University of Minnesota, 1937
PhD	University of Minnesota, 1941

University of Minnesota, Institute of Child Welfare
  Instructor, 1939-42
  Assistant Professor, 1942-46
  Associate Professor, 1946-48
  Professor, 1948-59
  Acting Director, 1947-48
  Director, 1954-59
Pennsylvania State University, Department of Psychology
  Professor, 1959-
  Acting Head of Department, 1962
  Head of Department, 1963-68
Various consultant and visiting lecturer assignments

Fellow, American Psychological Association, Division on Childhood and Adolescence, President, 1955-56
Member, American Association for Advancement of Science, Section I (Psychology), Chairman, 1972
Member, Society for Research in Child Development, Secretary, 1955-58
Member, National Society for the Study of Education
Member, American Statistical Association
Member, Phi Delta Kappa
Editor, Child Development Abstracts and Bibliography, 1965-72
Advisory Editor, Educational Psychology, Holt, Rinehart and Winston, 1960-

Developmental theory; cognitive development of children and youth

Address: Department of Psychology
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University Park, PA, 16802
U.S.A.

GREGORY A. KIMBLE

Born Mason City, Iowa, October 21, 1917

BA	Carleton College, 1940
MA	Northwestern University, 1942
PhD	State University of Iowa, 1945

Brown University, Department of Psychology
    Instructor and Assistant Professor
Yale University, Department of Psychology
    Assistant Professor, 1950-52
Duke University, Department of Psychology
    Associate Professor and Professor, 1952-68
University of Colorado, Department of Psychology
    Professor and Chairman of Department, 1968-75
    Professor, 1975-77
Duke University, Department of Psychology
    Chairman of Department, 1977-
Various visiting professor positions

Fellow, American Psychological Association
Member, Society of Experimental Psychologists
Member, Psychonomic Society
Fellow, American Association for the Advancement of Science
Member, Experimental Psychology Study Section (NIH), 1960-64;
    Chairman, 1963-64
Editor, Psychological Monographs, 1962-67
Editor, Journal of Experimental Psychology: General, 1974-80
Chairman, Experimental Psychology Research Review Committee NIMH,
    1966-70
Chairman, National Council of Chairmen of Graduate Psychology
    Departments, 1973-74
Member, Psychology Training Review Committee NIMH, 1976-78

Human learning and learning theory

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FRANCES K. GROEN

Born Brantford, Ontario

BA	University of Toronto, 1959
BLS	University of Toronto, 1961
MA	University of Pittsburgh, 1973

University of Toronto Library
    Assistant Reference Librarian, 1961-62
Stanford University, Lane Medical Library,
    Junior Catalogue Librarian, 1962-63
    Technical Services Librarian and Acquisitions Librarian, 1963-67
University of Pittsburgh, Hillman Library
    Senior Information Librarian, 1968-69
Falk Library of the Health Professions
    Curator, History of Medicine, 1969-73
McGill University, Medical Library
    Life Sciences Area Librarian, 1973-

Member, Medical Library Association, International Cooperation Committee, Chairman
Member, Association of Canadian Medical Colleges, Special Resource Committee on Medical School Libraries, Chairman
Member, Beta Phi Mu
Member, American Association for the Advancement of Science
Member, American Association for the History of Medicine
Member, History of Science Society
Member, Canadian Library Association

Medical libraries and history of medicine; library management; history and philosophy of science collections and services; life sciences collections and services

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